

JOB CORPS

Resource Manual

**For Vocational
and
ESL/VESL INSTRUCTORS**

**United States Department of Labor
Washington, D. C.**

JOB CORPS

**ENGLISH AS A SECOND
LANGUAGE (ESL)**

And

VOCATIONAL ESL

RESOURCE MANUAL

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SECTION 1

INTRODUCTION: THE NEW RESOURCE MANUAL FOR VOCATIONAL INSTRUCTORS AND TEACHERS OF ENGLISH AS A SECOND LANGUAGE

INTRODUCTION

The mission of Job Corps English as a Second Language (ESL) instruction is to provide non-English speaking students with the opportunity to improve their ability to understand, speak, read, and write the English language and to subsequently increase their opportunities for employment.

In support of its mission, Job Corps is introducing this new ESL/Vocational ESL (VESL) Resource Manual as a companion piece to the revised Job Corps ESL Course Guide (1998). This Manual provides a wealth of ideas, lesson-planning information and instructional tools for ESL teachers, other education instructors, vocational instructors, and managers. It is designed to help instructors and managers work together in enabling limited English proficient (LEP) students to make a successful transition into the workplace and American society. The ESL/VESL Resource Manual and ESL Course Guide are core materials for the revised Job Corps ESL curriculum.

THE ESL/VESL RESOURCE MANUAL WITHIN THE JOB CORPS ESL CURRICULUM

To understand the role of the Resource Manual as an aid to instructors, it is important to first understand the structure of the new ESL curriculum. The revised ESL curriculum is competency-based, and is intended to align with other Job Corps competency-based training. Instructional objectives are stated as performance objectives that describe the student's ability to use language to accomplish real tasks in real situations that are relevant to the student's life, educational and vocational goals. The objectives, or competencies, are intended to be concrete,

performable and measurable.

The ESL competency-based curriculum consists of three strands: 1) life skills -- survival skills for daily life; 2) prevocational English -- language competencies for obtaining and functioning on any job; and 3) vocational English (VESL) -- language competencies related to specific occupations.

Life skills include language competencies for success in general aspects of daily life, including:

- ◆ health care**
- ◆ shopping**
- ◆ public transportation**
- ◆ banking**
- ◆ post office transactions**
- ◆ other daily interactions**

Prevocational English (or, pre-employment English) includes:

- ◆ following instructions**
- ◆ making requests**
- ◆ asking for assistance**
- ◆ other general uses of language common in employee communication with co-workers, supervisors and customers.**

ASSESSING LIMITED ENGLISH PROFICIENT STUDENTS' PROGRESS

[illegible]

In addition, if a crosswalk portion of the TAR exists for applied academics, it allows for adding references to materials targeted at the LEP students.

Assignments in these types of materials should reinforce tasks listed in the vocational TAR through formal practice of reading, mathematics, and English conversation skills relevant to competencies in the trade.

LIMITED ENGLISH PROFICIENT STUDENT AND STANDARDIZED TESTING

Several standardized tests are used in Job Corps to assess students' skill levels for placement in training classes and for determination of students' achievement of competencies. These tests include the National Occupational Competency Testing Institute (NOCTI), the Job Corps Vocational Competency Verification Test, and the Tests of Adult Basic Education (TABE). These tests are computerized or printed. Standardized tests may be particularly challenging for LEP students due to their limited understanding of English. These test taking challenges may diminish or be eliminated as students improve their English abilities. The following are examples of challenges that LEP students face in taking standardized tests:

- ◆ Relatively high levels of language proficiency needed to take the test.
- ◆ Basic skills tests that are normed for native speakers of English.
- ◆ The limited time allowed for students to take the test.
- ◆ The need to know how to "bubble in" or complete answers. Some limited English proficient students do not have experience with bubble sheets.
- ◆ The directions may not be clear to a non-native speaker of English.
- ◆ The tests may not be correlated to the ESL/VESL competencies being taught.
- ◆ Low scores that may foster a lack of confidence and a lowering of

self-esteem for limited English proficient learners.

To help LEP students improve their performance on these tests, the instructor could provide a mini-course in testing strategies before the standardized tests. In these mini-courses instructors can:

- ♦ Include sample exercises which parallel instructions and activities on the standardized tests.**
- ♦ Show students how to take a test, what the different types of tests are like, and techniques to practice “bubbling in” answers.**
- ♦ Tell students to get plenty of rest the night before and to eat a good breakfast the day of the test.**

If directions are not written in clear, simple language, instructors can explain and simplify these verbally, when possible. Instructors may expand time limits to allow for translation, if the test permits this, and offer tests in multilingual form when available. Teachers may test the LEP students as a group, if possible, and read and translate the test aloud for the students. Finally, instructors should promote a relaxed atmosphere for the students.

Training managers and ESL /VESL instructors should be aware that several diagnostic instruments exist to help placing students in ESL/VESL courses, such as the BEST Test. Some adult education programs use other tests including the Adult-Language Assessment Scales (A-LAS) or the Comprehensive Adult Student Assessment System (CASAS).

All new Job Corps ESL students should be tested to determine placement into the appropriate instructional level. (During the implementation phase of the new Job Corps ESL Course Guide, it may be useful to test current students as well

as new students with the BEST Test in order to verify all students' appropriate placement.)

As referred to in the Introduction of the ESL/VESL Manual, the recommended test for placement purposes with the new ESL Curriculum is the BEST Test (Basic English Skills Test). This test is designed to assess students' English proficiency at the basic functional language and pre-employment skill levels. This test uses real-life materials and tasks to measure performance of basic English language competencies. It is the most appropriate assessment tool for competency-based ESL programs for adult and young-adult students. The test is correlated with the entry-level descriptions for the five ESL instructional levels outlined in this Job Corps ESL Course Guide and the Job Corps ESL/VESL Resource Manual. Both the test and the instructional levels are derived from the Student Performance Levels in the Mainstream English Language Training (MELT) Project of the U.S. Department of Human Services, Office of Refugee Resettlement.

The BEST Test contains two sections:

A Literacy Skills section (Reading and Writing Test), which can be administered to an individual student or a group of students in sixty minutes or less;

An Oral Interview section (Listening Comprehension, Communication, and Fluency), which is administered to an individual student in approximately 15 minutes (full version) or 5-7 minutes (short version).

Two forms of the test are available --Form B and Form C. Both forms should be used in order to provide greater test security.

TEACHER-MADE TESTS

The purpose of all Job Corps training courses is to prepare students for entry into the American workforce. As students develop skills, it is important for instructors to continually assess their progress and determine each student's level of competency as outlined in the Training Achievement Record (TAR). An effective means of doing this, in addition to conducting standardized tests, is through tests created by teachers.

The first step in conducting teacher-made tests is to identify the targeted skills to be assessed. It is important to remember that all tests do not need to be written. Sometimes students' demonstrations of their skills or competencies are a more accurate reflection of their abilities. The following are suggested steps to consider in the process of developing teacher-made tests:

1. Determine the key concepts/competencies to be assessed.
 - a. What concept/competency are you testing the student on?
 - b. What skill or competency are you asking the student to demonstrate?
2. Determine how you will administer the assessment.
 - a. Verbal responses/oral interview?
 - b. Demonstration?
 - c. Written form?

- 3. Prepare written and verbal directions for taking the test as clearly as possible.**

a. In preparing directions consider the following:

- ◆ Are they expressed in the simplest form?**
- ◆ Do they explain all steps required?**
- ◆ Is an explanation needed for any of the directions?**

b. After the student has taken the test, improvements in directions can be made through assessing responses to the following questions:

- ◆ Can the student repeat and explain what is expected?**
- ◆ Do the answers indicate the student has sufficient knowledge of the concept or skill?**
- ◆ Was the student able to tell/display/demonstrate the skill at the desired vocational proficiency level.**

- 4. If you have determined that a written test is necessary, you can modify existing tests by simplifying them, or you may choose to write new tests.**

The following are effective testing techniques for LEP students:

- a. Asking students to match tool/equipment names with pictures.**
- b. Asking students to answer short questions related to charts or diagrams.**
- c. Requiring that students match vocabulary words with definitions. To avoid allowing students to use a process of elimination to obtain answers, you may wish to offer a larger number of definitions in relation to vocabulary words.**

5. Repeat grammar forms when asking questions:

What tool is used for _____? What liquid is used for _____?

6. Use fill-in-the-blank statements accompanied by “word bank” lists. Often limited English proficient students avoid answering a fill-in-the-blank question because they are unsure of the spelling. By offering a “word bank” list, the focus is more on concepts and vocabulary than spelling
7. Avoid using true/false questions. These are often confusing to LEP students and create a guessing game in which the student has a 50-50 chance to get the answer right.

Whenever possible ask the student to demonstrate a task or skill. Interviews of students to obtain short oral responses are often less stressful than written tests. When practical, these verbal checks of learner progress are desirable because they provide opportunities for LEP learners to practice their speaking skills and obtain immediate feedback from instructors. Oral interviews and demonstrations are equally valid when evaluating student competency.

During the administration of a written test, the instructor should circulate among the students to ensure that they understand, and are following, test directions.

The ESL/VESL teacher may analyze incorrect answers found on the vocational tests and include these problem areas in their classroom instruction. Vocational instructors may wish to offer ESL/VESL teachers sample copies of their tests for use in planning ESL/VESL lessons.

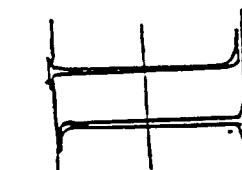
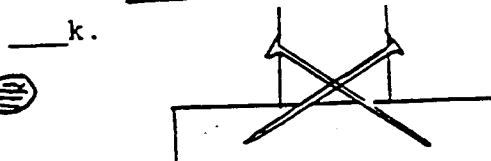
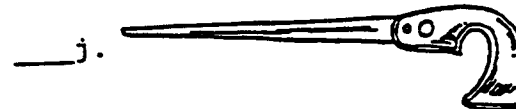
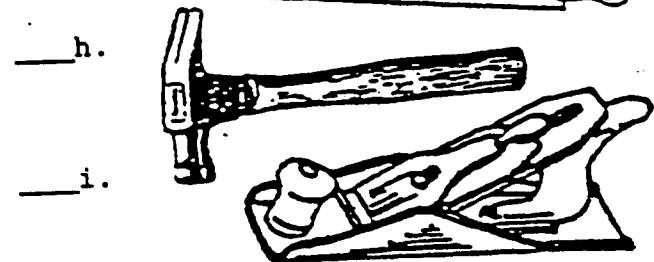
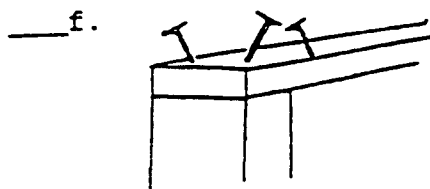
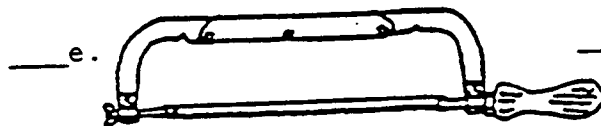
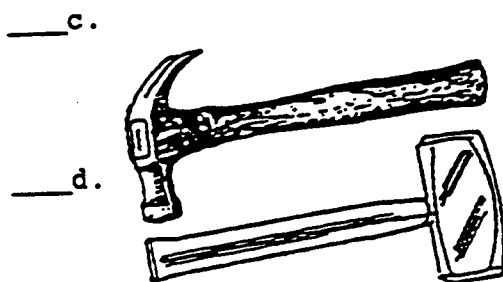
The following pages are provided as samples of accommodations instructors can make when assessing LEP students with paper and pencil tests.

BUILDING AND APARTMENT MAINTENANCE TOOLS

Student _____

Date _____

Directions: Identify each tool by selecting from the list of names and writing the number next to it.



1. curved claw nail hammer
2. handsaw wood
3. ripping straight claw hammer
4. handplane
5. sledge hammer
6. wood chisel

7. dovetail
8. hacksaw metal
9. toenail
10. compass saw wood
11. back saw wood
12. clinch nail

ACCOUNTING TERMS

Student _____

Date _____

Directions: Select the meaning of each of the following accounting terms from the list below. Write the letter next to the term.

- | | | | |
|---------|---------------------------|----------|-------------------|
| ____ 1. | checking account | ____ 6. | petty cash |
| ____ 2. | endorsement | ____ 7. | postdated check |
| ____ 3. | electronic funds transfer | ____ 8. | blank endorsement |
| ____ 4. | special endorsement | ____ 9. | bank statement |
| ____ 5. | restrictive endorsement | ____ 10. | dishonored check |

- a. a cash payment system that uses electronic impulses to transfer funds.
- b. a check refused payment by the bank.
- c. a signature on the back of a check transferring ownership.
- d. cash kept on hand and used for small payments.
- e. a check with a future date on it.
- f. a signature limiting further transfer of a check's ownership.
- g. an endorsement indicating a new owner of a check.
- h. a report sent to a depositor by a bank.
- i. a bank account from which payments can be ordered.
- j. an endorsement with only the endorser's signature.

**CULINARY ARTS
VEGETABLES**

Student _____

Date _____

Directions: Fill the blanks with the correct word. Choose from the list at the bottom of the page.

1. Peas are _____.
2. Green peppers are the _____ of the plant.
3. Broccoli is the _____ of the plant.
4. Spinach is a _____.
5. Celery is the _____ of the plant.
6. Carrots are _____.
7. Onions and garlic are _____.
8. Tomatoes and cucumbers are _____.
9. Potatoes and mushrooms are _____ vegetables.
10. Potatoes are _____.

white

fruit

roots

stem

seeds

flower

leaf

bulbs

tubers

fruits

A CHECKLIST FOR TEACHER-MADE WRITTEN TESTS

1. Will the student be able to follow the directions as stated with little or no assistance?
2. Are the questions worded to elicit the desired response? _____
3. Does the test cover all areas of the targeted skills? _____
4. Is there use of slang that might be confusing? _____
5. Are questions asked in the simplest form possible? _____
6. Have the trainees practiced each type of test item before? _____

A CHECKLIST FOR TEACHER-MADE WRITTEN TESTS

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- 6. Have the students practiced each type of test item before?**

SECTION 7

SAFETY AND LIMITED ENGLISH PROFICIENT STUDENTS IN JOB CORPS

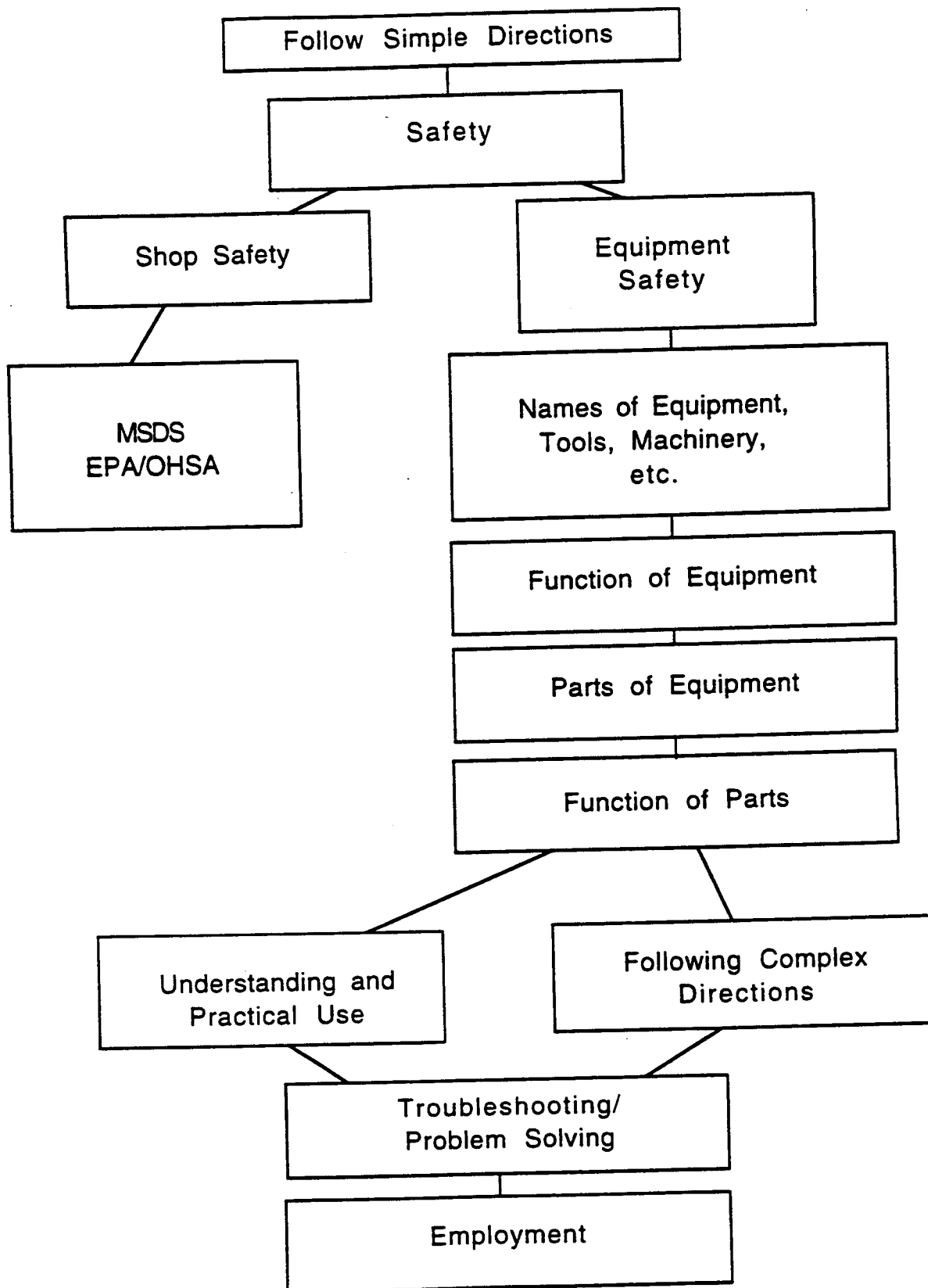
SAFETY TIPS WHEN WORKING WITH LIMITED ENGLISH PROFICIENT LEARNERS

Student/worker safety is a major concern in Job Corps vocational classrooms and on VST (Vocational Skills Training) projects, as well as in the workplace. Each vocational Training Achievement Record (TAR) has a safety portion which must be completed soon after a student enters training in his or her chosen trade. Helping LEP students to achieve safety competencies can become a daunting task for the vocational instructor if the new students have limited English skills. The following strategies can help teachers to facilitate the LEP students' accomplishment of safety competencies:

- ◆ Post signs with universal symbols, such as: danger, flammable, explosive, etc.
- ◆ Use simple written tests (see Section 6.b. "Teacher Made Tests") to ask safety questions such as: "What is EPA?"
- ◆ Use verbal commands: "Show me where the fire extinguisher is."
- ◆ Be animated. Act or mime potential accidents.
- ◆ Write out a simple safety checklist to hang on the wall.
- ◆ Use multilingual posters when possible.
- ◆ Use LEP students' bilingual peers as mentors who will translate important safety concerns to ensure understanding.
- ◆ Model proper safety procedures.

- ◆ **Provide multilingual safety messages including pamphlets, signs, and videos that are vocationally specific and OSHA-approved.**
- ◆ **Use flash cards for recognition of safety signs.**
- ◆ **Use demonstrations to reinforce proper safety procedures.**
- ◆ **Formalize your safety orientation.**
- ◆ **Collaborate with ESL/VESL instructors to design safety requirements.**

Stages of Progress (Lep Students) in a Vocation Program



TRAINING AND ACHIEVEMENT RECORD (TAR) ADAPTATION FOR SAFETY

The Training and Achievement Record (TAR) is a U.S. Department of Labor mandated list of minimum competencies that Job Corps students are required to complete in their vocational training. Additional TAR competencies may be added by vocational instructors to accommodate the LEP student, including competencies that relate to understanding key safety concepts and vocabulary.

TARS can also be created collaboratively by the vocational and ESL/VESL instructors. General safety competencies in the TAR can be followed by trade specific competencies related to safety concepts and terms. For example:

FIRST LEVEL - general terminology such as: safe, hazard, first-aid kit, fire extinguisher, 911, evacuation.

SECOND LEVEL - trade-specific terms and concepts such as: proper use of power tools, ladders, scaffolding, EPA regulations.

Another supplementary TAR section could be created to encompass key concepts of a particular trade such as: "Describe the basic theory of offset printing" or "Describe basic hand tools used in landscaping." Ideally, this TAR could better prepare the ESL/VESL student for a particular trade and help counter any safety concerns the vocational instructor may have about an ESL/VESL student.

PRE-VOCATIONAL SAFETY T.A.R.

NAME: _____ SOCIAL SECURITY #: _____

DATE START: _____ DATE COMPLETED: _____

TASK	PERFORMANCE RATING				DATE COMPLETED	STUDENT INITIAL	INSTRUCTOR INITIALS
------	--------------------	--	--	--	----------------	-----------------	---------------------

1. Identifies potential hazardous conditions associated with tools, equipment, chemicals and work areas.	1	2	3	4			
2. Defines OSHA requirements for trade.	1	2	3	4			
3. Follows specific procedures for selecting, setting up, and running equipment.	1	2	3	4			
4. Demonstrates good grooming, personal hygiene and proper attire for trade.	1	2	3	4			
5. Adapts to a variety of job tasks easily, showing positive attitudes toward people.	1	2	3	4			
6. Reads, interprets, and follows manufacturers label instructions, and service manuals.	1	2	3	4			

PRE-VOCATIONAL SAFETY T.A.R.

LEVEL I

(Universal Basic Safety - SAMPLE)

NAME: _____ SOCIAL SECURITY #: _____

DATE STARTED: _____ DATE COMPLETED: _____

TASK	PERFORMANCE RATING				DATE COMPLETED	STUDENT INITIALS	INSTRUCTOR INITIALS
	1	2	3	4			
1. Define work place safety.	1	2	3	4			
2. Demonstrate proper lifting techniques.	1	2	3	4			
3. Define the MSDS book (where is it and what info is in it).	1	2	3	4			
4. Show where the first aid kit is found.	1	2	3	4			
5. Show where the fire extinguishers are found and how they are used.	1	2	3	4			
6. Demonstrate what steps need to be taken in an accident situation.	1	2	3	4			

PRE-VOCATIONAL SAFETY T.A.R.

LEVEL II

(Trade Specific - SAMPLE)

NAME: _____

SOCIAL SECURITY #: _____

DATE STARTED: _____

DATE COMPLETED: _____

TASK	PERFORMANCE RATING				DATE COMPLETED	STUDENT INITIALS	INSTRUCTOR INITIALS
	1	2	3	4			
1. Define OSHA requirements for the trade.	1	2	3	4			
2. Follow specific procedures for selecting, setting up and running equipment.	1	2	3	4			
3. Identify potential hazards associated with tools, equipment, chemicals and work areas.	1	2	3	4			
4. Specify EPA regulations for disposing of waste.	1	2	3	4			
5. Demonstrate safe scaffolding assembly.	1	2	3	4			

SAFETY RESOURCES

A wide variety of Universal Safety signs and placards are available from a number of vendors. The following is a sampling of vendors to request catalogs from:

1. **C&H Distributors, Inc.**
400 South 5th Street
P.O. Box 04499
Milwaukee, Wisconsin 53204
Phone: (414) 271-2250 or 1-800-558-9966
FAX: (414) 271-8950 or 1-800-336-1331
2. **Lab Safety Supply**
401 South Wright Road
Janesville, Wisconsin 53546-8729
Phone: 1-800-356-0783
FAX: 1-800-543-9910
3. **Seton Identification Products**
Department BG-3
20 Thompson Road
P.O. Box 819
Brandford, CT 06405-0819
Phone: 1-800-243-6624
FAX: 1-800-345-7819
4. **EMED Co., Inc.**
P.O. Box 369
Buffalo, NY 1424-0369
Phone: 1-800-442-3633
FAX: 1-800-344-2578
5. **OSHA**
(202) 576-6339
U.S. Department of Labor Publications
(202) 219-4667 - ask for Barbara, hours 8:15-4:45
FAX requests: (202) 219-9266
6. **U.S. Department of Labor**
ATTN: OSHA Publications
P.O. Box 37535
Washington D.C. 20013-7535

SECTION 8

**JOB CORPS INITIATIVES
AND THE
LIMITED ENGLISH PROFICIENT STUDENT**

THE LIMITED ENGLISH PROFICIENT LEARNER AND SCANS

The Secretary's Commission on Achieving Necessary Skills (SCANS) identified the technical, thinking and social skills needed to succeed in today's highly competitive work environment. SCANS found that all occupations include elements of the following responsibilities, and success requires the competence to carry them out:

- ◆ Resource management;
- ◆ Interpersonal responsibility (social skills);
- ◆ Information management (acquiring and using information);
- ◆ Understanding systems; and
- ◆ Using a variety of tools (technologies).

While each of the five SCANS Competencies can be a learning goal in itself, SCANS also found that they depend on three clusters of Foundation Skills:

- ◆ Basic skills, such as reading, writing, listening, speaking and mathematical reasoning;
- ◆ Thinking skills, such as decision-making, problem-solving, and creativity; and
- ◆ Personal Qualities, such as responsibility, sociability, and self-management

To some immigrants and other LEP students, acquiring SCANS foundation skills

and competencies means adapting or modifying cultural behaviors and values from their respective countries. Behaviors that project self-esteem and facilitate teamwork in one culture may do just the opposite in the United States. Teaching limited English proficient students a language and the skills of a trade are no longer sufficient. They must learn how to read, write, speak, listen, do mathematical operations, and demonstrate all of the other SCANS skills and competencies in the language, in the culture, and in the trade.

To assist their students in developing the SCANS skills and competencies, instructors must first familiarize themselves with the skills and competencies, then model them, teach them directly, and help students to reflect on how some of them translate from one culture and language to another.

This has implications for both the content and instructional processes that instructors use. While many foundation skills are already addressed in academic classes, they can be modeled, reinforced and practiced in vocational classes. And while many of the competencies are already taught in vocational classes, instructors can help students to generalize them and transfer what they already know (from previous socialization and instruction) into new contexts.

In order to help instructors do this, Job Corps' new ESL/VESL Guide indicates with an asterisk when a vocational competency includes SCANS skills. The SCANS foundation skills and competencies are defined in greater detail on the following pages.

**THE SECRETARY'S COMMISSION ON ACHIEVING NECESSARY SKILLS
U.S. DEPARTMENT OF LABOR
FOUNDATION SKILLS
A THREE-PART FOUNDATION**

Basic skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks.

- A. Reading** - locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
- B. Writing** - communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
- C. Arithmetic/Mathematics** - performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- D. Listening** - receives, attends to, interprets, and responds to verbal messages and other cues.
- E. Speaking** - organizes ideas and communicates orally.

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn and reasons.

- A. Creative Thinking** - generates new ideas.
- B. Decision Making** - specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
- C. Problem Solving** - recognizes problems and devises and implements plan of action.
- D. Seeing Things in the Mind's Eye** - organizes and processes symbols, pictures, graphs, objects, and other information.
- E. Knowing How to Learn** - uses efficient learning techniques to acquire and apply new knowledge and skills.
- F. Reasoning** - discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity/honesty.

- A. Responsibility** - exerts a high level of effort and perseveres towards attainment.
- B. Self-Esteem** - believes in own self-worth and maintains a positive view of self.
- C. Sociability** - demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings.
- D. Self-Management** - assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.
- E. Integrity/Honesty** - chooses ethical courses of action.

**THE SECRETARY'S COMMISSION ON ACHIEVING NECESSARY SKILLS
U.S. DEPARTMENT OF LABOR
FIVE COMPETENCIES**

Resources: Identifies, organizes, plans, and allocates resources.

- A. Time - Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.**
- B. Money - Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.**
- C. Materials and Facilities - Acquires, stores, allocates, and uses materials or space efficiently.**
- D. Human Resources - Assesses skills and distributes work accordingly, evaluates performance and provides feedback.**

Interpersonal: Works with others

- A. Participates as Member of a Team - contributes to group effort.**
- B. Teaches Others New Skills.**
- C. Serves Clients/Customers - works to satisfy customers' expectations.**
- D. Exercises Leadership - communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.**
- E. Negotiates - works toward agreements involving exchange of resources; resolves divergent interests.**
- F. Works with Diversity - works well with men and women from diverse backgrounds.**

Information: Acquires and uses information

- A. Acquires and Evaluates Information.**
- B. Organizes and Maintains Information.**
- C. Interprets and Communicates Information.**
- D. Uses Computers to Process Information.**

Systems: Understands complex inter-relationships

- A. Understands Systems - knows how social, organizational, and technological systems work and operates effectively with them.**
- B. Monitors and Corrects Performance - distinguishes trends, predicts impacts on system operations, diagnoses deviations in system performance, and corrects malfunctions.**
- C. Improves or Designs Systems - suggests modifications to existing systems and develops new or alternative systems to improve performance**

Technology: Works with a variety of technologies

- A. Selects Technology - chooses procedures, tools, or equipment, including computers and related technologies.**
- B. Applies Technology to Task - Understands overall intent and proper procedures for setup and operation of equipment.**
- C. Maintains and Troubleshoots Equipment - Prevents, identifies or solves problems with equipment, including computers and other technologies.**

APPLIED ACADEMICS

Applied academics is an instructional approach that begins to integrate academic and vocational learning. For example, a reading comprehension lesson might use a fax machine maintenance manual as the text; or a carpentry class may focus on the geometry of building design.

The U.S. Department of Labor supports applied academics because employability requires the ability to simultaneously think and do, because academic learning is easier when students can apply it, and because vocational skills are better learned when students understand the reasoning behind the methods. For example, applied mathematics teaches mathematics in the context of the student's trade -- and helps the student to learn the math as he or she would use it in a future job.

Similarly, students who learn the English language in the context of how they will use it in their future careers will be better prepared for those careers. They will learn the language better because it will have more relevance to them -- and they will be able to use it in a way that is most appropriate to their vocational context. In addition, an applied academics approach to ESL instruction should help LEP students to pass the vocational competency tests that students will soon be required to take when they have completed 85% of their vocation. An applied academics approach to ESL instruction can also help LEP students to comprehend and be able to respond to the Student Activity Guides (SAGS) that build up to these vocational competency tests. In order to facilitate this improved learning, ESL/VESL teachers should include vocationally-relevant materials in their classes, and can work

with vocational instructors to foster English language acquisition in the trades as well.

The U.S. Department of Labor developed applied academics crosswalks for most trades. These crosswalks identify specific academic competencies and applied academics materials that correlate with vocational competencies on the Training Achievement Records. They have triggered the purchase of books for mathematics and reading within each trade. These applied academics materials, which may be located in academic or vocational areas, can be useful tools for ESL instruction. You can also develop your own applied academics materials by discussing with vocational instructors the written and spoken language used in their trade.

In applying academics with the limited English proficient student, it may also be useful to develop additional crosswalks. All of the existing applied academics crosswalks were created for students who are proficient in English. Crosswalks that connect vocational competencies with ESL/VESL objectives and materials might be more useful.

SCHOOL-TO-WORK AND THE LIMITED ENGLISH PROFICIENT LEARNER

Application of School-to-Work (STW) principles on a Job Corps center provides excellent opportunities for reinforcing the SCANS competencies. This is accomplished by having students learn in the context of real work -- both on-center (school-based learning) and at workplaces (work-based learning). With the proper approach and supports, STW principles can also help LEP students to learn the English language better. But STW principles applied improperly can impede LEP students' learning, undermine their self-confidence, and even place them in physical danger. Currently, the literature and staff training about STW does not specifically address the concerns of the limited English proficient learner.

The previous section on applied academics also applies to STW school-based learning (indeed, applied academics is a STW school-based learning strategy). The chart below supplements this by focusing on work-based learning. It indicates the necessity for waiting until the student has reached the Intermediate-High level before he/she begins a work-based learning experience. Once the student is asking and responding to questions, he/she has a better chance of communicating effectively. An alternative approach, where feasible, would be to place the student in an early work-based learning experience with a bilingual employer. In this case, it may be best to discuss with the employer the importance of using English with the student whenever possible, but using the native language when necessary.

School-To-Work / MELT Proficiency Overview

Language Proficiency	BEST Score	MELT language ability	School-to-work Phase
Beginning-low	80-21	Answers to questions about immediate needs using basic grammar. Can read common sight words.	
Beginning-high	22-35	In addition to the above, can: Write personal information.	
Intermediate-low	36-46	In addition to the above, can: Respond to basic survival needs and social demands. Comprehend simple phrases. Write simple phrases.	
Intermediate-high	47-53	In addition to the above can: Ask and respond to questions in basic grammar. Writes simple forms.	Level 1: Student has completed 40% of trade training. Assigned to 3 days of STW and 2 days of on-center training. Student completes 250 hours on STW.
Advanced	54-65	Understands conversations Controls basic grammar. Does basic writing.	Level 2: Student has completed 40-80% of trade training. Assigned to 3-5 days of STW Transportation and lunches are provided. Wages for 50% of hours worked. Student completes 250 hours of STW
			Level 3: Student has completed trade training Receives hourly wage Is in a probationary period prior to permanent job. Student covered by Workman's Compensation

SECTION 9

THE LIMITED ENGLISH PROFICIENT STUDENT AND PLACEMENT

COMPLETION AND PLACEMENT

The ultimate goal of Job Corps is to prepare each student for a job, and his or her future. There is no difference when working with the LEP student. However, the task takes a long time and can be more challenging than with native English-speaking students.

ESL and vocational training and graduation from Job Corps can be accomplished through the collaboration of all staff working with each LEP student. It is important for instructors to maintain open lines of communication in order to ensure that no important segment of training for LEP students is missing.

Placement of the LEP student involves several challenges, but each can be overcome with patience and determination.

Some blocks to a successful placement may include:

1. LEP students' lack of ability to articulate their training accomplishments.
2. Lack of School-to-Work work-based learning opportunities for LEP students.
3. Little to no control of job availability in the student's home town/state/country.
4. Lack of community support for placement of the LEP student.
5. The need to improve collaboration between ESL/VESL program staff and Job Corps placement staff in helping LEP students obtain employment.

Suggested ways to overcome blocks:

- 1. Consistent reinforcement and articulation of the students' skills as they work through their vocational training.**
- 2. Take the time to talk to employers in potential School-to-Work work-based learning sites concerning LEP students, and the abilities and skills that they have developed in Job Corps. Point out how hard these students are willing to work, and how much effort they have already put into completing the requirements of the Job Corps program.**
- 3. Take the time to research the job market in the area that students will be returning to after Job Corps. Provide information regarding potential job sites to students. Follow-up with the students and the placement office during efforts to find students employment.**
- 4. Build community support for the LEP student with prospective employers. This can be done through the Job Corps Advisory Council meetings, during job site visits, and through networking with friends and family.**
- 5. Invite Job Corps placement staff to come and meet your students during the training hours. Help them to build a working relationship with these students prior to their exit from the program. By taking this time early, the placement job for the instructor and the placement staff will be easier.**

Job placement for LEP students is often the biggest challenge faced by vocational instructors and placement staff. Employers have many of the same concerns about LEP students that instructors have about LEP students' entry into a

particular vocation--but with much bigger stakes. While Job Corps' focus is training, private employers and business owners move at a faster pace and have to make a profit. They need effective employees who can make immediate contributions to the success of their companies. Good employees in any business are extremely valuable commodities and LEP students have "selling points" that counter possible objections employers may have.

In general , ESL/VESL graduates from Job Corps have the following types of employability skills:

- Eagerness to learn
- Appreciative of the opportunities presented and more likely to take advantage
- Greater company loyalty
- Self directed and motivated
- Good attitude
- Cooperative
- Respectful
- Reliability

Job Corps instructors and placement staff seeking to help students in obtaining employment can acknowledge employers' concerns while encouraging them to see the long term benefits to be gained by hiring LEP students. Staff can challenge the employer to view the hiring of Job Corps ESL/VESL graduates as an investment that can pay long-term dividends.

Another effective job placement strategy for Job Corps placement staff is to look for employment opportunities in ethnic pockets in large cities. For example, staff can talk with employers in Asian communities to investigate what employment opportunities exist for Asian students. This outreach effort may result in placement of highly motivated students who will possibly pave the way for other ESL/VESL Job Corps graduates.

As the success of Job Corps is measured by our ability to train students and place them in a good job that matches their training, it is important to not underestimate the valuable qualities and skills of ESL/VESL Job Corps graduates.

SECTION 10

RESOURCES FOR TEACHING

THE LIMITED ENGLISH PROFICIENT

STUDENT

RESOURCES

Instructors of LEP learners in Job Corps programs may access clearinghouses and curriculum centers for materials designed for LEP students. These resource centers will provide bibliographies of materials, monographs, curricula, or other valuable information.

For example, the Adult Learning and Literacy Clearinghouse at the U. S. Department of Education has extensive holdings which for the most part are free to educators. The Illinois State Curriculum Center will loan materials for 30 days. The VESL/Workplace Clearinghouse Catalog available through the OTAN/VESL Workplace Clearinghouse in San Diego, California, has both bilingual and ESL/VESL curricula for:

agriculture	fiberglass	upholstery
appliance repair	hospitality	waste management
auto body	hotel management	welding
auto mechanics	machine shop	world of work
auto upholstery	mail service	
child care	maintenance	
clothing and textiles	medical services	
construction	office skills	
cosmetology	parking	
electronics	retailing	

These curricular materials were developed with public funds and may be ordered directly from the VESL/Workplace Clearinghouse at a nominal cost.

A sample of materials available from these resource centers follows.

CLEARINGHOUSES

Adult Learning & Literacy Clearinghouse
U. S. Department of Education
Division of Adult Education & Literacy
400 Maryland Avenue, SW
Washington, DC 20202-7240
(202) 205-9996

ERIC Clearinghouse on Language & Linguistics
Center for Applied Linguistics
1118 22nd Street, NW
Washington, DC 20037-0037
(202) 429-9292

Curriculum Publications Clearinghouse
Western Illinois University
Horrabin Hall 46
Macomb, Illinois 61455
(309) 298-1917

National Clearinghouse for Bilingual Education
1118 22nd Street, NW
Washington, DC 20037
(202) 467-0867

**ERIC Clearinghouse on Adult, Career,
& Vocational Education**
The Ohio State University
1900 Kenny Road
Columbus, Ohio 43210-1090
(800) 848-4815

OTAN VESL/Workplace Clearinghouse
San Diego Community College District
Continuing Education Centers
5350 University Avenue
San Diego, California 92105-2296
(619) 265-3458

**National Center for Research in
Vocational Education**
Special Populations Program Office
345 Education Building
1310 S. Sixth Street
Champaign, Illinois 61820
(217) 333-0807

National Clearinghouse for ESL Literacy Education
1118 22nd Street, NW
Washington, DC 20037
(202) 429-9292 Ext. 200
(202) 659-5641 (Fax)
E-mail: ncle@cal.org
Worldwide Web: <http://www.cal.org/nele>

CURRICULUM COORDINATION CENTERS

Illinois State Curriculum Center*
University of Illinois at Springfield
Building K-80
Springfield, Illinois 62794
(800) 252-4822
(217) 786-6375 (FAX)
Internet: <http://www.uis.edu/~iscc>

Oklahoma Department of VoTech
1500 West 7th Avenue
Stillwater, Oklahoma 74074-4364
(405) 743-5423
(800) 358-2343
(405) 743-5142 (FAX)
Internet: votemah@succ.bitnet

*Lending library for teachers. Will loan materials for 30 days.

ADULT LEARNING AND LITERACY CLEARINGHOUSE

U. S. Department of Education

Division of Adult Education and Literacy Clearinghouse

400 Maryland Avenue SW

Washington, D.C. 20202-7240

(202) 205-9996

UNIVERSITY OF ILLINOIS
COLLEGE OF EDUCATION
DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

1310 South Sixth Street

Champaign, Illinois 61820

(217) 333-0807

FAX (217) 244-5632

DATABASE INFORMATION REQUEST PRINTOUT

RE: Resources on Limited English Proficiency (LEP) REFERENCES

A MODEL PROGRAM FOR SERVING LEP STUDENTS

Feichtner, S. H., Compiler

Los Altos: California Institute on Human Services

(November, 1992)

Designed for core leaders, this training module aims to introduce trainees to the components of model programs and begin to develop a model program for LEP students in their own school or district. References and a trainer's guide is included.

ADDRESS: Sonoma State University, California Institute on Human Services, 1801 E. Cotati Avenue, Rohnert Park, CA 94928-3609, 707-664-2707 [46 pages]

ASSESSMENT AND PLACEMENT OF MINORITY STUDENTS

Samuda, R. J., Kong, S L., Cummins, J., Lewis, J., & Pascual-Leone, J.

Toronto, Canada: C. J. Hogrefe and Intercultural Social Sciences Publications

(1991)

This book provides an update on minority assessment. It presents issues and problems associated with the appraisal of ethnic, cultural, and linguistic minorities in a culturally diverse society. Innovative approaches to assessment leading to more equitable methods of dealing with the educational needs of minority students are also presented. Although there is little vocational education emphasis, the book has great value as a resource for teacher education, especially in teacher retraining the in assessment and placement of minority students.

ADDRESS: Brookline Books, P. O. Box 1046, Cambridge, MA 02238, 617-868-0360, FAX 617-868-1772

[230 pages, \$29.95]

COMPREHENSIVE INSTRUCTION IN ENGLISH FOR LEP STUDENTS IN VOCATIONAL PROGRAMS

Feichtner, S. H.

Los Altos: California Institute on Human Services

(September, 1991)

This module was developed for use by participants in the Bilingual Vocational Instructor Training program. The purpose of the module is for participants to be able to provide comprehensible instruction in English in the vocational classroom. It is divided into four sessions, each session consisting of four to six activities. A trainer's manual is also included.

ADDRESS: Sonoma State University, California Institute on Human Services, 1801 E. Cotati Avenue, Rohnert Park, CA 94928-3609, 707-664-2707

[272 pages]

INTEGRATING LANGUAGE AND CONTENT: LESSONS FROM IMMERSION

Genesse, F.

Santa Cruz, CA: The National Center for Research on Cultural Diversity and Second Language Learning

(1994)

Immersion programs include second language instruction that is integrated with instruction in academic or other content matter. The immersion programs developed in Canada are among the most interesting and effective innovations in second language education during the last three decades. The first immersion programs were developed to provide Canada's majority-group English-speaking students with opportunities to learn Canada's other official language. Since that time, immersion programs have been adopted in many different areas of North America, and alternative forms of immersion have been devised. This report presents a selective review of research findings from the extensive evaluations that have examined the effectiveness of immersion programs in both Canada and the U.S. The author presents the following three lessons for second language instruction that can be gleaned from those findings: (a) instruction which integrates content and language is most effective, (b) instruction that encourages active discourse among learners and between learners and educators is most effective, and © language development should be integrated with academic development to maximize language learning. The intent of this report is for educators and administrators to understand important issues in second language instruction and embrace a long-term view towards improving second language learning.

ADDRESS: Dissemination Coordinator, National Center for Research on Cultural Diversity and Second Language Learning, Center for Applied Linguistics, 1118 22nd Street, NW, Washington, DC 20037, 202-429-9292

[15 pages, no charge]

JOB-RELATED LANGUAGE AND LITERACY TRAINING IN BUSINESS AND INDUSTRY (FINAL REPORT ON THE PROJECT INDUSTRY-BASED BILINGUAL VOCATIONAL TRAINING: INCREASING EMPLOYEE EFFECTIVENESS ON THE JOB)

Cichon, D. J., Thomas, R. J., Bird, L. A., & Glover, J.

Washington, DC: U. S. Department of Education, Office of Vocational and Adult Education (May, 1991)

The Office of Vocational and Adult Education initiated a project that promoted and tested Bilingual Vocational Training (BVT) in private business and industry. The project had the following goals: (a) demonstrate the effectiveness of BVT as a model for use in the private sector, and (b) develop a handbook for use by personnel in educational institutions and business and industry to establish and provide BVT in the private sector. This final report contains (a) a review of major issues confronting private businesses and industries regarding the training of limited English proficient employees, (b) a description of nine demonstration sites—business and education partnerships intending to develop or improve industry-based programs for limited English proficient (LEP) employees, © a description of the handbook developed for use by personnel in educational institutions and business and industry in establishing and providing BVT in the private sector, and (d) a list of dissemination activities designed to promote the concepts and techniques of English language and job skills training for LEP employees. The conclusions and discussions presented at the end, including the appendices, would be helpful to individuals intending to develop workplace programs for LEP employees.

ADDRESS: U. S. Department of Education, Office of Vocational and Adult Education, Mary E. Switzer Building, Room 4512, 330 C Street, S. W., Washington, DC 20202-7242, 202-205-9996

[159 pages, no charge]

JOB-RELATED LANGUAGE TRAINING FOR LIMITED ENGLISH PROFICIENT EMPLOYEES: A HANDBOOK FOR PROGRAM DEVELOPERS

Thomas, R. J., Grover, J., Cichon, D. J., Bird, L. A., & Harns, C.M.

Washington, DC: Development Assistance Corporation

(1991)

This set consists of a handbook and a guide designed to assist employers who desire to retain, promote, or retrain their limited English proficient (LEP) workforce to meet the challenge of training and adaption to job restructuring. The handbook provides in-depth discussions of planning training programs., developing partnerships, identifying the need for support services and providing these to LEP employees, planning for evaluation and uses of evaluation data, conducting literacy task analysis, developing curriculum, using various methods and techniques of effective instruction, and background information on culture and cross-cultural issues in the workplace. The guide provides an overview of the essential features of a training program for limited English proficient (LEP) employees. Other helpful topics discussed include language training and its implications for employee training, the nature of education-private sector partnerships, the types of assistance LEP employees need during and after training, and the development of effective training programs for LEP workers.

ADDRESS: Development Assistant Corporation, 1415 11th Street, NW, Washington, DC 20001, 202-234-8842

[\$54.95/set plus \$5 shipping and handling]

JOB-RELATED LANGUAGE TRAINING FOR LIMITED ENGLISH PROFICIENT EMPLOYEES: A REVIEW OF RELATED LITERATURE

Cichon, D. J., Grover, J., & Thomas, R. J.

Washington, DC: Development Assistance Corporation

(1991)

The purpose of this review was to examine the major issues facing private businesses and industries intending to develop or improve training programs for limited English proficient (LEP) employees. The review served as a background for a U. S. Department of Education project that sought to apply the concept of bilingual vocational training to private business and industry. *The review focused on the following topics: workplace literacy, job-related language needs of LEP employees, cross-cultural communication needs in the workplace, successful workplace training program models for LEP adults, components of successful public-private partnerships, and economic costs and benefits to industry in providing such training.

ADDRESS: Development Assistance Corporation, Mary Ana Heath, 41D Dover Point Road, Dover NH 03820, 603-742-6300

[80 pages, \$11.95 plus \$2.00 shipping]

LANGUAGE MINORITY STUDENTS WITH DISABILITIES

Baca, L. M., & Almanza, E.

Reston, VA: The Council for Exceptional Children

(1991)

This book discusses the preparation needed by schools and school personnel to meet the needs of limited English proficient students with disabilities. The book has four sections: introduction, synthesis of research, implications for administrators, and implications for teachers. A list of resources is included featuring organizations, publications, training materials, and a directory of higher education representatives.

ADDRESS: The Council for Exceptional Children, Dept, L11150, 1920 Association Drive, Reston, VA 2091-1589, 703-620-3660

[56 pages, Members \$6.95 plus shipping; Non-members \$8.90 plus shipping]

NATIONAL ENGLISH LITERACY TRANSITIONAL DEMONSTRATION PROGRAM FOR INDIVIDUAL OF LIMITED ENGLISH PROFICIENCY

U. S. Department of Education, Adult Learning and Literacy Clearinghouse

Washington, DC: Author

(November, 1993)

The purpose of the National English Literacy Demonstration Program is to develop innovative approaches, methods, and technologies to help limited English proficient (LEP) adults and out-of-school youth to achieve full competence in the English language. Transitional English as a second language (ESL) programs are comprehensive programs that coordinate services among ESL instructional levels and among service providers so that LEP adults and out-of-school youth can made the transition from one instructional level to another, from one service provider to another, or to prepare them for the literacy demands of vocational education, college transfer, or college credit programs. In 1992, three grantees were selected on a competitive basis to demonstration transitional ESL programs. Under the competitive process, each was required to create a partnership among service providers to develop and implement transitional programs in English literacy. This article outlines abstracts of the three grantees: the Arlington Adult Learning System, the Massachusetts English Literacy Demonstration Project, and the Success Through Transitional English Program.

ADDRESS: U. S. Department of Education, Adult Learning and Literacy Clearinghouse, 400 Maryland Avenue, SW, Washington, DC 20202-7240, 202-205-9996

[4 pages, no charge]

REVIEW OF VOCATIONAL STUDENT ASSESSMENT PRACTICES

CROSSPATHS Management Systems, Inc.

Chevy Chase, MD: Author

(May, 1993)

This manuscript can be used by programs to improve their vocational assessment for practices a limited English proficient individuals. A literature review and an informal gathering process was utilized to gain information concerning assessment trends, current vocational education assessment practices. The document has five main sections: Introduction; Trends in Vocational Education and Assessment; Forces of Change; Impact of the Changes on Assessment; and Most Promising Assessment Practices for Limited English Proficient Individuals.

ADDRESS: CROSSPATHS Management Systems, Inc., Two Wisconsin Circle, Suite 660, Chevy Chase, MD 20815, 301-654-4600, 800-527-2847, FAX: 301-654-6334 [81 pages, \$10.95]

SERVING VOCATIONAL ESL STUDENTS

Capital Consulting Corporation

Washington, DC: American Association of Community Colleges

(1993)

More than 100 community colleges were contacted for this study to determine the existence of instructional and support services appropriate for vocational students with limited English proficiency (LEP). College staff were queried regarding English as a Second Language (ESL), pre-vocational and vocational ESL, bilingual support, outreach, counseling, and job placement. The resulting handbook is intended for community college administrators, program directors, and faculty who are involved with limited English proficient vocational students. Included are descriptions of a continuum of English language, applied academic, and vocational services combined with student support that can provide LEP students with the competence to enter and progress in a selected career field. The handbook's nine chapters cover the following topics: Multi cultural considerations; planning and implementing programs and services; instructional options, components, and strategies; instructional support; support services; assessment and evaluation; collaboration within the college and external agencies; and funding policy considerations.

ADDRESS: American Association of Community Colleges, One Dupont Circle, NW, Suite 410, Washington, DC 20036-1176, 301-490-8116

[108 pages, member \$14.50, nonmember \$18.50]

STUDY OF ABE/ESL INSTRUCTOR TRAINING APPROACHES: TEAM LEARNING

Tibbets, J., & Klein, M.

Washington, DC: Pelavin Associates, Inc.

(1993)

This is one of the eight training packets designed by the Study of ABE/ESL Training Approaches Project to assist ABE and ESL instructors, both professionals and volunteers. It features successful team learning strategies and several activities to help participants reflect, analyze, and generalize from their team learning experiences. The packet includes detailed instructions for workshop leaders and master copies for all handouts and transparencies needed.

ADDRESS: Tammy Fortune or Rickie Gallmon, Division of Adult Education and Literacy Clearinghouse, U. S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-7240, FAX 202-205-8973

[40 pages, no charge]

TEACHING ADULTS WITH LIMITED ENGLISH SKILLS: PROGRESS AND CHALLENGES

U. S. Department of Education, Office of Vocational and Adult Education

Washington, DC: Author

(October, 1991)

English as a second language (ESL) or English for speakers of other language (ESOL), is the fastest growing and most multi-dimensional sector of the adult education program in the United States. Teaching adults who are speakers of other languages with such a wide range of cultural origins and skill levels poses unusual challenges and opportunities. This report summarizes current demographic trends, best practices, and federal initiatives for practitioners in the field who are involved in delivering education to adults with limited English skills.

ADDRESS: The Clearinghouse on Adult Education and Literacy, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-7240, 202-732-2396 [80 pages, no charge]

EDUCATIONAL INFORMATION CENTERS

ADULT LEARNING RESOURCE CENTER/THE CENTER (ALRC)

Dennis Terdy, Assistant Director

1855 Mt. Prospect Road

Des Plaines, IL 60018

(708) 803-6420

(708) 803-3535

FAX (708) 803-3231

The Adult Learning Resource Center/The Center has over 20 years experience in training adult education instructors and administrators. Specializing in basic skills and English as a Second Language instruction and tailor-made language and basic skills programming, the ALRC has served clients in several businesses and public adult education programs. The Adult Learning Resource Center's activities have included: (1) needs assessment and program design, (2) program development, (3) instructor and staff training, (4) technical assistance, and (5) specialized publications. Its staff has successfully trained instructors in public and private organizations.

AT&T LANGUAGE LINE SERVICES

AT&T

Jeanne Pendelton, Human Resources Manager

1 Lower Ragsdale Drive

Monterey, CA 93940

(408) 648-5827

FAX: (408) 648-5859

AT&T Language Line Services provides 24-hour over-the-phone interpretation of more than 140 languages. Schools, police departments, hospitals, customer service centers, public utility companies, and a variety of other businesses can use this service when they encounter non-English speakers either in person or on the telephone. This service offers toll-free access lines but charges set up and usage fees.

CAREER RESOURCES DEVELOPMENT CENTER (CRDC)

Mabel S. Teng, Executive Director

655 Geary Street

San Francisco, CA 94102

(415) 775-8880

Formerly known as Chinatown Resources Development Center, CRDC is a community-based agency providing English language classes and skills training to adults with limited English skills, as well as to fluent speakers. CRDC prepares graduates for entry and intermediate level clerical positions and for entry level jobs in the service trades. Most of the Center's training programs include placement assistance. CRDC's mission is to help economically and/or educationally disadvantaged individuals improve their potential through language instruction, job training, and other activities that may enhance their value as productive members of society. The Center achieves this mission through the school and various community-development activities.

NATIONAL CLEARINGHOUSE FOR ESL LITERACY EDUCATION (NCLE)

Joe Kreeft Peyton, Director

Miriam Burt, Associate Director

Center for Applied Linguistics

1118 22nd Street, NW

Washington, DC 20037

Inter: nele@cal.org

(202) 429-9292

FAX: (202) 659-5641

NCLE is operated by the Center for Applied Linguistics as an adjunct to the ERIC Clearinghouse on Languages and Linguistics. Its mission is to serve providers of educational services as a national resource center for information, materials and technical assistance on literacy education for adults with limited English proficiency (LEP) and out-of-school youth. It serves community based organizations; private voluntary agencies; federal, state, and local education agencies; businesses; unions, correctional institutions; libraries, and many other groups involved in literacy education for this population. NCLE also links the diverse public and private institutions, agencies, and community groups concerned with literacy issues for LEP groups. NCLE publications address approaches to teaching literacy to LEP adults, workplace literacy for LEP adults, reaching and keeping students in adult literacy programs, cultural conditions in teaching literacy to LEP adults, training literacy volunteers and tutors, biliteracy, and the role of first language literacy in the acquisition of second language literacy.

STUDENT TRANSITION AND RETENTION PROGRAM (STAR)

Adrienne Sims, Director

Centennial Education Center

2900 W. Edinger

Santa Ana, CA 92704

(714) 564-5068

(714) 564-5064

This program originated as one of ten national model dropout prevention programs sponsored by the U. S. Department of Education, Office of Adult and Vocational Education. A basic component of the program is vocational education, with all students completing a vocational course for the purpose of obtaining secure jobs with a future. In addition, STAR helps students to complete their high school studies. Program objectives include recruiting at-risk students; enrolling, advising, placing, and counseling; providing program outreach; enrolling students in a vocational training course; helping students to find employment; and assisting students in obtaining their high school diploma or GED. The majority of participants are non native English speakers, their first language being Spanish or Vietnamese. Mastery of English is a major program component. A major objective of the program is to serve as a model for other areas for confronting the problem of high school dropouts.

VOCATIONAL SUPPORT SERVICES PROGRAM (VSSP)

Mary Jane Clancy, Coordinator

Education for Employment

Kennedy Center, Room 681

734 Schuylkill Avenue

Philadelphia, PA 19146-2397

(215) 875-3801

FAX: (215) 875-5740

An instructional component of the Division of Career and Vocational Education, School District of Philadelphia, VSSP addresses the needs of language minority students. The program is broad in scope and embraces the purposes of vocational education, recognizes the process of Multi cultural education, and subscribes to the bilingual education methodology. The program uses special needs instructional delivery models and strategies to help youth and adults with limited English proficiency prepare for and succeed in the workforce and/or in an institution of postgraduate training. *Concerned with the development of the total individual (cognitive, psychomotor, and affective skills), VSSP operates by becoming involved in three phases of activities: (1) implementing effective vocational awareness activities; (2) conducting staff development, sensitivity training, and basic skills enrichment workshops; and (3) establishing a comprehensive support system through the development and implementation of appropriate services. The program operates at several high schools and involves the academic teachers, vocational teachers, and a staff of bilingual assistants.

NATIONAL ASSOCIATION OF VOCATIONAL EDUCATION SPECIAL NEEDS (NAVESNP)

Susan Asselin, President

Virginia Tech

343 Lane Hall

Division of Vocational & Technical Education

Blacksburg, VA 24061

(703) 231-8206

ADDRESS CHANGES YEARLY. An independent association, NAVESNP serves to unite all personnel interested in and responsible for the vocational education of learners with special needs at the secondary and postsecondary levels. Members serve individuals with disabilities,

those who are disadvantaged, and persons with limited proficiency in English. Its objectives are to: (1) serve as a unifying association for all personnel in the United States interested in or responsible for the development or operation of vocational education programs for learners with special needs; (2) unite related state and regional units and other organizations dedicated to vocational education special needs into a national professional organization; (3) promote and maintain active leadership in vocational, career and occupational education; and (4) provide service to members of the association. *As an affiliate of The American Vocational Association (AVA), NAVESNP promotes active leadership in vocational education for special needs learners. Both independently and jointly with AVA, and other associations, NAVESNP addresses national legislative mandates to ensure that the needs of the student with special needs are met. Members receive the Journal for Vocational Special Needs Education and the Newsnotes newsletter.

SER-JOBS FOR PROGRESS

Joe Campos, Vice President, Corporate Development
100 Decker Drive, Suite 200
Dallas, TX 75247
(214) 631-3999
(214) 541-0616
TAX: (214) 650-1860

SER is a national network of 43 affiliates that provides literacy instruction; basic academic remediation; world of work/job search skills instruction; functional coping skills; educational day care; vocational skills instruction; and placement services to Hispanics, recent immigrants, persons with limited English proficiency, and other disadvantaged groups. Since 1964 it has been providing assistance to primarily Hispanic communities throughout the United States. The network publishes a newsletter and an annual network directory.

U. S. DEPARTMENT OF EDUCATION, BILINGUAL VOCATIONAL EDUCATION PROGRAM

Cindy Towsner Switzer
Room 4512, 400 Maryland Avenue, SW
Washington, DC 20202-7242
(202) 205-9650

Part of the Office of Vocational and Adult Education, the Bilingual Vocational Education Program sponsors grant programs, two of which are the Bilingual Vocational Training Program (BVT) and the Bilingual Vocational Instructor Training Program (BVIT). The BVT program supports projects which provide occupational skills instruction and job-related English language instruction to adults with limited English proficiency (LEP) and out of school youth. Projects are funded on a competitive basis for a two-year period. Eligible applicants are state agencies; local educational agencies; postsecondary educational institutions; private, nonprofit vocational training institutions; and other nonprofit organizations specially created to serve individuals who normally speak a language other than English. *The BVIT program supports projects which provide training for instructors, aides, counselors, and other ancillary personnel in bilingual vocational education programs for LEP individuals. Currently, projects focus on in service training activities that address a national or statewide need in bilingual

vocational education. Projects are funded on a competitive basis for an eighteen-month period. Eligible applicants are state agencies and nonprofit educational institutions. *Interested applicants should check the FEDERAL REGISTER for the BVT and BVIT grant competitions announcements and the necessary application forms. For further information, contact Laura Messenger at the U. S. Department of Education, Bilingual Vocational Education Program.

DATABASE INFORMATION REQUEST PRINTOUT

RE: Resources on Cultural Diversity

References

A MODEL PROGRAM FOR SERVING LEP STUDENTS

Friedenberg, J. E.

Columbus: The Ohio State University, Center on Education and Training for Employment (1991)

A 45-minute color videotape and an accompanying facilitator's guide combine to make a training program for vocational, career, and occupational education professionals who serve learners with limited English proficiency. Effective for both in service and pre-service training, the program is appropriate for teacher education programs, state departments of education, postsecondary institutions, local education agencies, occupational training programs, and others responsible for professional development and program improvement. *The videotape features an introduction and seven training segments on recruitment, assessment, adapted career-vocational instruction, vocational English as a second language (VESL), counseling, placement, and coordination. *The facilitator's guide contains material for a comprehensive workshop including background information, discussion questions with answers, training recommendations, and trainee assignment sheets with answers.

ADDRESS: Center on Education and Training for Employment, The Ohio State University, Publications Office, Box C, 1900 Kenny Road, Columbus, OH 43210-1090, 614-292-4353, 800-848-4815

[54 pages, \$49.50]

ENHANCING DIVERSITY IN VOCATIONAL EDUCATION

Bowen, B. E., & Jackson, G. B.

Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education (1992)

Recognizing the role vocational education can play in achieving the ideals of a diverse society, this paper shows how the quest for diversity begins with multi cultural preparation of vocational teachers. The authors address recruitment and retention of diverse students into vocational teaching and innovative programming approaches to meet contemporary needs. A diversity oriented or fruit-salad approach, not a melting pot mentality, to enhancing cultural, racial, ethnic, and gender differences is advocated. Vocational educators are called upon to be change agents and advocates in implementing diversity in the classroom.

ADDRESS: Center on Education and Training for Employment, Center Publications, 1900 Kenny Road, Columbus, OH 43210-1090 [47 pages, \$9.50]

TEACHING IN CULTURALLY DIVERSE CLASSROOMS

Reed, D. F.

Charleston, WV: Appalachia Education Laboratory, Inc.

(1993)

This document highlights the outcomes of a series of multi cultural in service workshops designed to help teachers meet more effectively the needs of middle school children in culturally diverse classrooms. The topics of the workshops included examining the need for multi cultural education, developing positive teacher attitudes and behaviors, identifying cultural characteristics of children, selecting and using appropriate instructional strategies and materials, and planning multi cultural units and lessons for the classroom. After the workshops, school visitation was done to observe and provide workshop participants input as they planned and implemented multi cultural activities.

ADDRESS: AEL, Inc., Post Office Box 1348, Charleston, WV 25325, 304-347-0400, 800-624-9120, FAX 304-347-0487

[13 pages, no charge]

ORGANIZATIONS

HISPANIC ASSOCIATE OF COLLEGES AND UNIVERSITIES (HACU)

Laudelina Martinez, President

Pamela Salazar, Director Public Information

4204 Gardendale, Suite 216

San Antonio, TX 78229

(210) 692-3805

FAX: (210) 692-0823

The Hispanic Association of Colleges and Universities (HACU) is a national association representing the colleges and universities in the United States where Hispanic students constitute at least 25 percent of the total student enrollment. HACU's goal is to bring together colleges, universities, schools, corporations, governmental agencies, and individuals to establish partnerships for promoting the development of Hispanic-serving college and universities; improving access to and the quality of postsecondary educational opportunities for Hispanic students; and meeting the needs of business, industry, and government through the development and sharing of resources, information, and expertise. *HACU conducts workshops and seminars on such topics as financial aid, recruiting college graduates, institutional fundraising, student recruitment and retention, student services, and assessment. In addition, the association conducts research focusing on the capabilities and needs of Hispanic-serving institutions of higher education. The bi-monthly HACU News newsletter contains information on special programs at HACU schools and accomplishments of faculty, staff, graduates, and advertises position openings.

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION (NABE)

James Lyons, Administrator

1220 L Street, NW, Suite 605

Washington, DC 20005-4018

(202) 898-1829

FAX: (202) 789-2866

NABE is a professional association for educators, administrators, para-professionals, community and lay people, and students. Its main purpose is to recognize, promote, and publicize bilingual education. NABE promotes and publishes scholarly research in language education, linguistics, and multi cultural education. It also maintains special interest groups including secondary education, special education, and vocational education. NABE publishes both a newsletter and a journal.

NATIONAL ASSOCIATION FOR WOMEN IN EDUCATION (NAWE)

Patricia A. Rueckel, Executive Director

1325 18th Street, NW

Suite 210

Washington, DC 20036-6511

(202) 659-9330

FAX: (202) 457-0946

The National Association for Women in Education (NAWE), a national professional organization, maintain a strong, historic commitment to equity and diversity. NAWE is dedicated to providing support, advocacy, and services for women educators through its programs and publications. Members receive the association's publications that include Initiatives, About Women on Campus, and NAWE News. NAWE continues to develop innovative programs, including Women's Research Awards Program and Women's Issue Project, to meet the ever-changing needs of women in education.

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

1600 Cameron Street, Suite 300

Alexandria, VA 22314-2751

tesol@tesol.edu

(703) 836-0774

FAX: (703) 836-7864

TESOL is a nonprofit, international professional organization dedicated to effective teaching and learning of English around the world while respecting individuals' language rights. Membership includes subscriptions to the TESOL Matters, the association's newsletter, TESOL Journal, a resource for classroom teachers, and TESOL Quarterly, an academic publication. Members also receive involvement in three Interest Sections, publication discounts, preferred registration at the annual TESOL convention, and discounts on TESOL's Employment Information Service.

DATABASE INFORMATION REQUEST PRINTOUT

RE: Resources on Special Populations in Urban Settings

REFERENCES

SELECTED VOCATIONAL PREPARATION RESOURCES FOR SERVING URBAN YOUTH AND ADULTS WITH SPECIAL NEEDS

MDS-193

Kallembach, S. C., Burac, Z., & Coyle-Williams, M.

Berkeley, CA: National Center for Research in Vocational Education, University of California, Berkeley, Technical Assistance for Special Populations Program

(1991)

Urban education is a critical national issue. Complex, multifaceted problems confront urban education as struggling systems face the difficult challenges of addressing the educational needs of urban youth and adults. Hopes for improving urban schools depend largely on our understanding the complex needs of youth and adults who populate our city schools. This resource guide was developed in response to this challenge and is intended to assist state and local administrators of vocational special needs programs, special needs educators, counselors, researchers, policy makers, and others serving youth and adults in urban settings to locate resources. *Print publications, newsletters, journals, agencies, associations, organizations, centers for educational information/services, clearinghouses, computer-based information networks, and databases are included and categorized according to the following important issues and strategies: urban education reform, dropout prevention, teen parent, transition, and support services/programs for adults. References on general background literature highlight the demographics and the challenges facing urban education. This resource guide is not intended to be an exhaustive listing of all available resources, but, rather, materials are included which are representative of the field. For each entry, an annotation, the price, ordering information, and address is provided (whenever possible). Resources should be ordered directly from the publisher listed in each annotation. *To avoid duplication, most entries appearing in previous English proficiency, and teen parents were omitted.

ADDRESS: National Center for Research in Vocational Education, Materials Distribution Service, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455, 800-637-7652

[50 pages, \$3.00 prepaid]

THE IMPACT OF VOCATIONAL EDUCATION ON RACIAL AND ETHNIC MINORITIES

ERIC Digest No. 108

Rivera-Batiz, F. L.

New York, NY: ERIC Clearinghouse on Urban Education

(July, 1995)

This digest provides an analysis of information from two recently completed national surveys that determined the extent to which various vocational education programs improve the employment opportunities for ethnic and racial minorities in the United States. In addition, it offers analysis of the impact of a GED certificate on worker's wages. The author overviews secondary vocational education, postsecondary vocational education, the incorporation of GED

courses into vocational education programs, and the value of the GED certificate. Results showed that graduates of high schools with a vocational focus generally earn substantially less than persons with similar characteristics who attend high schools with a college preparatory or general academic focus. Findings on the impact of the GED certificate show that dropouts who obtain the GED generally receive higher wages than dropouts who do not.

ADDRESS: ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027, 800-601-4868, 212-678-3433, FAX: 212-678-4048

[2 pages, no charge]

DATABASE INFORMATION REQUEST PRINTOUT

RE: Resources on Adult Education

REFERENCES

RESOURCE GUIDE FOR DISCRETIONARY NATIONAL VOCATIONAL-TECHNICAL AND ADULT AND LITERACY EDUCATION PROGRAMS

Division of National Programs, Office of Vocational Adult Education, U. S. Department of Education

Washington, DC: Author

(April, 1991)

This resource guide describes the federally-funded national discretionary programs administered by the U. S. Department of Education's Office of Vocational and Adult Education. The Division of National Programs administers the national discretionary programs in vocational-technical, adult and literacy education with programmatic input from the Division of Adult Education and Literacy and the Division of Vocational-Technical Education. Discretionary funds are appropriated under the Perkins Act of 1990, the Appalachian Regional Development Act, and the Adult Education Act. *This guide includes fact sheets which describe the discretionary programs. The national discretionary programs with competitions are: (1) Adult Education for the Homeless Program; (2) Appalachian Regional Education Program; (3) Bilingual Vocational Instructor Training Program; (4) Bilingual Vocational Materials, Methods, and Techniques Program; (5) Cooperative Demonstration Program; (6) Curriculum Coordination Centers; (7) Indian Vocational Education Program; (8) National Demonstration Programs; (9) National English Literacy Demonstration Program; (10) Native Hawaiian Vocational Education Program; (11) National Workplace Literacy Partnership Program; and (12) Tribally Controlled Postsecondary Vocational Institutions. Other discretionary programs which do not have competitions during 1991 and are described in the guide include the Bilingual Vocational Training Program and the National Center for Research in Vocational Education.

ADDRESS: U. S. Department of Education, Division of National Programs, Office of Vocational and Adult Education, 400 Maryland Avenue, SW, Washington, DC 20202-7242, 202-732-2350

[14 pages, no charge]

**National Tech Prep Clearinghouse
Illinois State Curriculum Center
University of Illinois at Springfield
Building K-80
Springfield, Illinois 62794
(800) 252-4822
(217) 786-6375**

National TECHPREP Clearinghouse

A Bibliography

APPLIED ACADEMICS:

VT 371.46 CENT 1994-1

Applied Academics Information Package

Videotape

Provides a sample of various applied academics materials available from the Center for Occupational Research and Development. Includes an overview video and assorted books and brochures that explain the programs: Principles of Technology, Applied Mathematics, and Applied Biology/Chemistry. Video demonstrates the need for knowledge of technology, mathematics, and biology or chemistry in jobs and provides an overview of course content.

VT 510 SOUT 1994-1

Applied Mathematics: A Better Way?

Videotape

Describes a South Seattle Community College program in which mathematics instruction is designed to teach students how to use math to solve technical problems. Mathematics instructor Don Howard presents the six teaching steps involved and the eight course characteristics. Includes support testimony from technical area instructors.

375.24 THIE 1993-1

Preparing for a Wisconsin Technical College Associate Degree Program: Communication, Social Science, Mathematics, and Science Knowledge Base that Enables Students to Do Educational Tasks

Curriculum Guide

This is the first activity developed as a result of Wisconsin's effort to develop a K-12 curriculum documents which will provide direction for using an applied/integrated approach to curriculum instruction. Contains enablers high school students will need to enter Wisconsin's technical college associate degree programs. This document identifies enablers for: communication, social science, mathematics, and science.

375.24 CRAI 1992-1

Partners in Progress: A Staff Development Activity for Occupational and Academic Faculty Report

Handbook to help vocational education directors in setting up and conducting a program to partner occupational and academic faculty, giving them the opportunity to shadow practicing professionals. Allows the faculty to gain familiarity with the latest equipment, trends, and techniques in the field and observe how academic concepts are used in a professional setting.

510 ECKS 1992-1

Tech Prep: High School Math Skills Required for Entry into Technology Programs at Illinois Central College, Prerequisites for GENTK 134 Technical Mathematics, ELECTK 135 Electronics Technology Mathematics Curriculum Guide

Consists of a list of math skills that should be mastered in high school to insure a smooth transition of Tech Prep students into Illinois Central Community College, and a list of mathematical concept skills that students should have some knowledge of but will study further at the college. Contains the high school and junior college courses of study for the Technology Programs.

BUSINESS/EDUCATION PARTNERSHIPS:

VT371.46 NATI 1996-1

Turning Students into Employees: The School-to-Work Payoff
Videotape

Informs and educates business and education leaders about Tech Prep and the school-to-work movement. Presents opinions and testimony from business and education leaders about necessary understanding on the part of the other. Underscores the need for development of working business-education partnerships. Features Tech Prep in preparing students for work. Accompanying booklet presents examples of the types of business-education partnerships developed by members and corporate affiliates of the National Tech Prep Network.

373.27 BEVE 1995-1

Health Occupations Apprenticeship Program, Mentor Notebook
Report

Health occupations youth apprenticeship is a two year School-to-work transition program which prepares students for careers in the health care field. The mentor notebook provides complete program information to health care partner volunteers for use in student mentoring.

373.27 BEVE 1995-2

Health Occupations Apprenticeship Program, Counselor Notebook
Report

Health occupations youth apprenticeship is a two-year school-to-work transition program which prepares students for careers in the health care field. The counselor notebook provides complete program information to home school faculty for use in student career exploration as well as health occupations apprenticeship recruitment and enrollment.

331.259 JOHN 1994-1

Business Partnerships for School-to-Work Transition
Report

Contains copies of the forms used for both Student participation and evaluation, and a current listing of the area employers involved in the partnerships with the DVAE Career Center.

VT 331.259 NATI 1994-2

School-to-Work Transition Programs: Lessons from the States

Videotape

Examines five different approaches taken by vocational education systems to help high school students make the transition from school to work. Aims to provide policy makers with an overview of diverse programs: youth apprenticeship, career academy approaches, Tech Prep programs, innovative vocational education programs, and cluster programs. Also looks at the School-to-Work Opportunities Act.

VT 331.259 NATI 1994-1

School-to-Work Transition: Educators' Role

Videotape

Contains the proceedings of a national teleconference originating from Blacksburg, Virginia, on November 9, 1994. Includes presentations by the three panel members, followed by a question-and-answer session. Addresses key features of the School-to-Work Opportunities Act: secondary-postsecondary articulation, design appropriate for any student, and a system of educators, employers, and unions. Includes video scenes from a job site and a classroom in exemplary programs.

VT 375.24 PADD 1994-4

Tech Prep: Employer-Educator Partnerships: The Employer's Role

Videotape

Presents employer participation possibilities in a community approach to education to ensure that students have the basic skills necessary to make a positive transition from schools to the workplace and be lifelong learners. Possibilities are teacher summer internships, employers in the classroom (helping to design curriculum, assessing student work, and reassuring students that their studies are relevant, valuable, and meaningful), and work-based learning (including college scholarships). A parent video.

331.259 JOHN 1994-1

Business Partnerships for School-To-Work Transition

Report

Contains copies of the forms used for both student participation and evaluation, and a current listing of the area employers involved in partnerships with the DAVAE Career Center.

373.2465 PABI 1993-1

The Business Connection: Community Worksite Placement and Training

Report

Contains a summary of a presentation given at the National Tech Prep Network Conference on May 3-4, 1993, in Anaheim, CA on the importance of the business connection in a worksite training program. Highlights six steps to develop worksite learning partnerships. Include sample documents, forms, and student performance review for a worksite training program in General Office Practice.

373.24 SNID 1993.1

New Career Paths Through Registered Youth Apprenticeship: An Advanced Placement Option Transitioning Youth from School-To-Work

Report

This youth apprenticeship package includes a manual for counselors, a manual for coordinators, a brief employability curriculum and three brochures. Provides an overview of apprenticeship and youth apprenticeship. Details activities to explore this option for students in the 7th-10th grades. Contains eligibility criteria for placement of students in a youth apprenticeship experience during the 11th and 12th grades. Includes West Virginia Tech Prep Model.

CAREER PLANNING/EMPLOYABILITY SKILLS:

VT 373.23654 PADD 1995-1

What Are You Going to Do? Home Economics Careers and Technology Education

Videotape

Provides an overview of some occupations in home economics areas: fashion design, family counseling, nutrition/fitness, interior decorating, food service, tourism, consumer services, and child development. Jacket present a brief lesson plan. For grades 8 and 9.

VT 373.23674 PADD 1995-1

Education, The Business Advantage: Business Careers Paths

Videotape

Provides an overview of some occupations in business areas: business management, sales and marketing, accounting and finance, computer science and information systems, and entrepreneurship. Teacher's guide on jacket presents a brief lesson plan. For grades 8 and 9.

373.23819 ILLI 1994-1

Tech Prep Occupations

Report

Gives information on Tech Prep occupations, including entry level wages, average salary, job outlook, and advancement opportunities. Tech Prep articulated subjects are included in the eight modules: agriculture, business and information systems, business marketing, construction/transportation and manufacturing, electronics and graphic communications, health programs, home economics, and industrial technology programs.

VT 375.24 PADD 1994-5

Tech Prep: Getting a Job in Business: The Basics

Videotape

Designed to motivate students to do their best in school and work. States career possibilities in business. Presents interviews and personal reflections by persons in business. Comic book portrays four students learning business skills and developing career aspirations by helping an unskilled new business owner make a successful venture. Poster summarizes attributes and abilities necessary in some business areas. A student video.

371.46 PADD 1994-2

Getting a Job: A Preparation Handbook Curriculum Guide

Designed to give both teachers and students an understanding of the process and techniques of acquiring a job. Contains information on the development of a career portfolio and advice on job interviewing.

VT 375.24 RICH 1994-1

**Tech Prep--Vocational Education Student Planning Guides Curriculum Guide
Curriculum Guide**

Serves as a student planning guide for Tech Prep vocational education at Rich Township High School. Includes: business occupations, home economics, applied technology, and special population information are services.

VT 371.4213 RUDO 1994-1

Career Counseling for Change: Helping Students from School to Work

Videotape

Explains the special roles a school counselor plays in promoting a student's career development. Focuses on school-to-work programs, career portfolios, nontraditional career choices, vocational rehabilitation, Tech Prep and career decisions in schools today. Teleconference panel include Milt McPike, John Pare, Rich Feller, Nancy Perry, Canary Hogan, Rep. Thomas Petri, and Juliette Lester. Includes handout materials from the 1994 National Career Development Training Institute Teleconference/Workshop.

372.1011425 OHIO 1994-1

The Individual Career Plan Handbook

Report

Helps students develop skills necessary to successfully plan for a career and to decide academic choices. Includes elementary as well as secondary activities for career development. Introduces educational concepts such as school to work, apprenticeship, and Tech Prep.

VT 375.24 PINE 1994-1

The Tech Prep Career Survey

Videotape

Helps students identify career options in four broad Tech Prep curricula: business and marketing, engineering and industrial, health and human services, and agriculture and environmental. Students rate themselves using an inventory of 75 items; a scene depicting the statement is shown as each statement is read. Survey reports identify major career interests, related jobs, suggested school subjects, and education and training requirements. Includes print version, scoring data, software documentation, and sample reports.

VT 375.24 NORT 1993-1

Career Choices for Our Changing World

Videotape

Promotes Tech Prep as the way for students in our educational system to become technically skilled for the workforce of the 21st century. Explains what the Tech Prep program is and emphasizes the need to acquire math, science, and communication skills to enable our high school graduates to lead the pace of technological advances in this changing world.

371.4213 CRES 1993-1

Career Planning Guide 1993-94

Report

Services as a career planning guide for students at Crescent High School to help them direct their choices for the future. Includes the program of studies for College Preparatory, Tech-Prep, and Vocational. Gives information on procedures for exams, withdrawals, athletics, university requirements, honors programs, course weighting, and more.

375.24 LIBE 1993-1

Career Planning Guide

Report

Discusses the two major curriculum options at Liberty High School in Liberty, South Carolina: The Four-Year College Prep option and the Tech-Prep/Preparation for Technologies option. Serves as a career planning guide for students to chart their high school courses according to their career choices. Gives the courses of study in these two major curriculum options.

610 HAVE 1993-1

Medical Laboratory Technology and Respiratory Therapy Technology

Curriculum Guide

Presents the course overviews, unit objectives, and behavioral objectives for the Tech Prep "2+2" curriculums of medical laboratory technology and respiratory therapy technology.

378.1543 ALAB 1993-1

Jump Start: Bridging Into College

Report

This packet of materials contains information about Bevill State Community College in Hamilton, Alabama. Includes: program equivalency chart, Jump Start--Bridging Into College program, syllabus schedules for Applied Communications and Technical Mathematics, course description for Principles of Technology and nine "Math Attitudes" lessons. A tech Prep articulation sheet is also included.

375.24 CREA 1993-2

Tech Prep Counselor Handbook

Report

Helps students choose the Tech Prep pathway and the many options it provides. Includes: career assessment, course planning, communicating with parents and students, and identifying students best served.

375.24 CHEW 1993-1

Tech Prep & Counseling: A Resource Guide

Report

Guide for counselors and those providing staff development in the area of counseling. Provides brief background of Tech Prep, the counselors role in it with advising, curriculum, career awareness and partnerships. Defines terms and includes a resource section.

372.10119 CRES 1992-1

Activities to Help Students Explore Technology Careers

Curriculum Guide

Describes a few ideas and activities that will help students explore and understand various career options. Includes activities specifically geared toward technology careers related to Tech Prep.

331.126 KIEF 1992-1

A Guide to Quality Work Force Planning for Teachers and Counselors

Report

Provides information to assist teachers and counselors with their efforts to encourage students to understand the necessity for developing the required skills, to participate in the Tech Prep curriculum, and to form a vision for their future success in the job market. The information in this document is based on projections through 1995 and on the SCANS research. This is Texas's statewide initiative.

371.46 HOLT 1992-1

Planning for the Future: A Student Awareness Program for Tech Prep and Mid-Level Technology Careers, Facilitator's Guide

Report

Provides guidance counselors and teachers with information, materials, and activities they can use to teach students about the changing workplace, the education and skills required by employers, career opportunities provided by mid-level technologies, and the way Tech Prep can help students prepare for these new opportunities. Helps students examine their own personal skills, aptitudes, interests, and goals for the future. Includes transparencies.

658.3042 ROBI 1992-1

Resource Handbook for Teachers and Counselors: ...A Collection of Ideas, Facts, Resources, and Project Summaries from the 1992 Summer Institute

Report

Provides an overview of ideas, facts, and resources offered during the 1992 PACE Summer Institute. Informs participants about mid-level technology careers and other non-traditional fields and recommends strategies to prepare students for these careers. Also focuses on improving students motivation and self-esteem.

331.118 CENT 1992-1

Transformations Administrative Guide: Program Implementation and Application for Retraining Dislocated Workers, Enhancing Worker Skills, Tech Prep "Gridge"

Report

Contains background information about the "Transformations" program and guidelines for establishing and operating a program. Addresses implementation activities, advisory committee roles, and typical students demographics. Transformations is designed to retrain adult workers to acquire the practical technical knowledge and skills that are needed by employers.

375.24 HILL 1992-1

Tech Prep: A Choice with a Future!

Curriculum Guide

Developed as a Tech Prep guidance counselor's guidebook which incorporates employment opportunities and career information for the high school graduate. Contains the courses of study for the vocational education courses in the school district of Hillsborough County, Florida. Includes sample of 4 + 2 + 2 program for 1993-94.

375.24 FLOR 1992-2

Tech Prep: Guidance & Counseling Manual

Report

Assists guidance counselors in understanding the Florida Orange and Osceola County Tech Prep programs and their role in recruiting and advising students. Includes: introduction, programs of study and flow charts, career information, and resources. Tech Prep curriculum areas covered are: agribusiness, business, health, and industrial/technical. Packet contains a brochure and a catalog from Valencia Community College.

MARKETING/PROMOTION

VT 659.2 ILLI 1993-2

Voc Ed Is . . .

Videotape

Promotes vocational education and applied technology as the way to lifelong learning. Emphasizes Illinois state goals as the way to explore, find out, learn, and discover. Addresses the fact that vocational education must provide certain things to build a world-class workforce: curriculum integration, critical thinking, career development, Tech Prep competencies, industry-education partnerships, work-based learning, and academic achievement.

375.24 MORR 1992-1

Report of Joint Vocational/Technical Programs between Morris County Vocational/Technical School and Post-Secondary Educational Institutions

Report

Provides an overview of the Carl D. Perkins legislation, Tech Prep and educational reform, the articulation process, and the joint educational program agreement between Morris County Vocational/Technical School and postsecondary educational institutions. Contains articulation agreements and articulation plans for animal technology, automotive service, business information systems, CAD, culinary arts, landscaping/floral design, and electronics engineering technology.

**NATIONAL CLEARINGHOUSE FOR
BILINGUAL EDUCATION
1118 22nd Street, N.W.
Washington, D.C. 20037
(202) 467-0867**

**National Clearinghouse for Bilingual Education
NCBE DATABASE SEARCH SERVICE**

BE019207 Serving Limited English Proficient Students in Voc

AN: BEO19207

UP: 931130

TI: Serving Limited English Proficient Students in Vocational Education/Career Education Programs: A Resource Book.

YR: 93

IN: Univ. Of Oklahoma, Norman, OK. Bilingual Education Multifunctional Resource Center.

**SN: Office of Bilingual Education and Minority Languages Affairs
(ed) (ED), Washington, DC**

GS: U.S.; Oklahoma

IS: N

LG: English

PT: 131; 055

AV: National Clearinghouse for Bilingual Education

NT: 45 p.

**MJ: Limited English Speaking
Vocational Education
Adult Vocational Education
Career Education
Bilingual Education**

**MN: Resource Materials
Federal Legislation
Federal Programs
Vocational English (Second Language)
English (Second Language)
Program Design
Program Administration
Program Implementation**

AB: This guide lists resources related to vocational and career education for limited English proficient persons. It begins with an overview of the topic, touching on vocational education legislation, development of bilingual vocational training (BVT) programs, and the "BVT Model." The major portion consists of an annotated bibliography of relatively recent publications (1985 or later), including books and manuals, reports, articles and chapters, audiovisual aids, and selected other resources such as institutions, organizations and publishers.

DT: 931130

SC: Educational Programs

BE020715 Planning Instruction. A Manual for Vocational Educ.

DiPaula, Sally

AN: BE020715

ER: ED375317

TI: Planning Instruction. A Manual for Vocational Education and ESL Instructors

YR: 94

AU: DiPaula, Sally

IN: Office of Vocational and Adult Education (ED), Washington, DC

GS: U. S.; District of Columbia

IS: C

LG: English

PT: 055

AV: Office of Vocational and Adult Education (ED), 401 Maryland Avenue, S.W., Washington, D.C. 20202

NT: 44 p.

MJ: Vocational Education

Postsecondary Education

Adult Education

Limited English Speaking

Second Language Instruction

English (Second Language)

Program Development

Curriculum Development

Curriculum Design

Instructional Materials

Bilingual Education

Classroom Techniques

Educational Assessment

Course Description

MN: Behavioral Objectives

Competency Based Education

Educational Cooperation

Job Skills

Job Training

Occupational Information

Student Evaluation

Test Construction

Vocational English

AB: The purpose of this publication is to provide guidance for both vocational education and English as a Second Language (ESL) instructors on planning and developing a coordinated, competency-based course of instruction in vocational education for limited English proficient (LEP) students. The principle goals of bilingual vocational training are to provide LEP students with marketable vocational skills, the language skills needed to work in an English-speaking environment, and employment. Vocational skills are taught using the native language or by using bilingual handouts. Recommendations

are provided for student assessment and classroom management, writing a job description and a duty and task inventory, describing tasks, writing performance objectives and course outlines, selecting learning activities and resources, constructing tests, identifying job-specific terminology, preparing a job-related ESL course of instruction, writing job-related ESL performance objectives, and developing job-related ESL learning activities. Tasks are shared or divided between the vocational instructor and the job-related ESL instructor.

SC: Curriculum and Instruction

CP: N

**ILLINOIS STATE CURRICULUM CENTER
UNIVERSITY OF ILLINOIS AT SPRINGFIELD**

Building K-80

Springfield, Illinois 62794

1-800-252-4822

Fax (217) 786-6375

ADULT EDUCATION--ESL

Title: General Workplace Curriculum Guide: English as a Second Language for the Workplace

Call Number: 374.0136 BOYT 1994-1

Format Type: Curriculum Guide

Summary Note: *This curriculum is one of the products from the Worker Education Program of Northeastern Illinois University and the Amalgamated Clothing Y Textile Workers Union, located in Chicago. Includes five thematic units focusing on work issues/communication in the workplace, work forms, quality control, company rules, and health and safety at work.*

Title: Curriculum--Basic Skills for Maintenance Workers

Call Number: 374.0136 BOYT 1994-5

Format Type: Curriculum Guide

Summary Note: *This curriculum is one of the products from the Worker Education Program of Northwestern Illinois University and the Amalgamated Clothing and Textile Workers Union, located in Chicago. Provides materials designed by Juno Lighting Inc. For ESL employees.*

Title: Cooking for a Crowd

Call Number: 373.23819 REIF 1004-1

Format Type: Textbook

Publisher: Circle Pines, MN: American Guidance Service, Inc., 1994

Summary Note: *One of ten easy-to-read stories about successful small business ventures. Illustrates the development of an enterprise launched with little capital but much determination. This story shows how a young mother decides to make a living with her cooking skills. Reading level: grades 3-4. Interest level: Middle school, high school, adult basic education and English as a Second Language.*
Date: 1994.

VOCATIONAL---SPANISH

Title: Curriculum for Bilingual Vocational Training Project

Call Number: 372.6595922 PETK 1987-1

Format Type: Curriculum Guide

Summary Note: *Describes project which provided vocational skills and job-specific English as a Second Language to Vietnamese and Spanish speaking adults. Includes curriculum materials for clerical, building trades, commercial cooking and printing occupations. Also includes employability skills. Most of the book is in English, with a couple of parts in Vietnamese.*

ADULT EDUCATION

Title: Writing Skills, Exercise Book

Call Number: 371.26 AMST 1996-1

Format Type: Textbook

Publisher: Austin, TX: Steck-Vaughn Company, 1996.

Summary Note: *Augments preparation by adults for the writing skills segment of the Test of General Educational Development. Provides exercises in mechanics, usage, and sentence structure. Includes answers with explanations and simulated GED writing skills tests and answers.*

Date: 1996.

Title: Science

Call Number: 371.26 BAUM 1996-3

Format Type: Textbook

Publisher: Austin, TX: Steck-Vaughn Company, 1996.

Summary Note: *Prepares adults for the science segments of the Test of General Educational Development. A mini-test follows each comprehension or analysis lesson in biology, earth sciences, chemistry, and physics. Includes exercises and tests with answers and explanations, tips, and a simulated GED science test.*

Date: 1996.

Title: Mathematics

Call Number: 371.26 BAUM 1996-5

Format Type: Textbook

Publisher: Austin, TX: Steck-Vaughn Company, 1996.

Summary Note: *Prepares adults for the mathematics segment of the Test of General Educational Development. A mini-test follows each lesson in arithmetic, algebra, and geometry. Includes exercises and tests with answers and explanations and a simulated GED mathematics test and answers.*

Date: 1996.

Title: Whole Numbers and Money

Call Number: 374.0137 NEW 1995-1

Format Type: Textbook

Publisher: Syracuse, NY: New Readers Press, 1995.

Summary Note: *Teaches math in the context of adult experiences and real-life applications. Designed to engage learners' interest, sharpen their computation skills, develop problem-solving abilities, help learners think critically, and build math confidence. Five units cover using numbers, addition, subtraction, multiplication, and division. Reading level is grades 4-6.*

Date: 1995.

ADULT EDUCATION--CURRICULUM

Title: Curriculum--Basic Workplace Math

Call Number: 374.0136 BOYT 1995-1

Format Type: Curriculum Guide

Summary Note: This curriculum is one of the products from the Worker Education Program of Northeastern Illinois University and the Amalgamated Clothing and Textile Workers Union, located in Chicago. Provides materials designed by Phoenix Closures, Inc. For ESL employees.

Title: Curriculum--Workplace Pre Algebra

Call Number: 374.0136 BOYT 1995-2

Format Type: Curriculum Guide

Summary Note: This curriculum is one of the products from the Worker Education Program of Northwestern Illinois University and the Amalgamated Clothing & Textile Workers Union, located in Chicago. Provides materials designed by Phoenix Closures, Inc. For ESL employees.

Title: Curriculum Guide--Reading and Writing

Call Number: 374.0136 BOYT 1995-3

Format Type: Curriculum Guide

Summary Note: This curriculum is one of the products from the Worker Education Program of Northwestern Illinois University and the Amalgamated Clothing & Textile Workers Union, located in Chicago. Provides materials designed by Phoenix Closures, Inc. For ESL employees.

Title: The Port of Baltimore Workplace Skills Development Project: Performance Report

Call Number: 374.0136 AMAR 1995-1

Format Type: Final Report

Summary Note: Performance report for project to develop curriculum modules that provide literacy skill instruction utilizing a functional context approach. Modules (available separately) include effective communication, grammar review, workplace writing skills, spelling and vocabulary improvement, maritime math review, learning to learn for the customs brokers exam, individual skill lessons, team building and problem solving, and world geography.

Title: Owens-Corning Fiberglass Corporation Workplace Literacy Course Mathematics Curriculum

Call Number: 374.0136 BOYT 1994-4

Format Type: Curriculum Guide

Summary Note: This curriculum is one of the products from the Worker Education Program of Northeastern Illinois University and the Amalgamated Clothing & Textile Workers Union, located in Chicago. Provides materials designed by Owens-Corning to instruct ESL workers.

Title: Exploring Five Vocational Areas

Call Number: 372.6561 COUG 1986.2

Format Type: Curriculum Guide

Publisher: San Jose, CA; Santa Clara County Office of Education, 1986.

Summary Note: Serves as Volume II in a set of curriculum materials designed to improve career and vocational guidance services to Spanish speaking students in grades 9 through 12. Provides career information to non-college oriented students. Gives an overview of occupational preparation in five high school vocational areas: agriculture, business and distributive education, health careers, home economics, trade and industry. Written in English and Spanish.

Date: 1986.

Title: Agriculture Vocational II: Manual para el Maestro

Call Number: 372.6561 DEPA 1987-4

Format Type: Curriculum Guide

Summary Note: Serves as the teacher's guide for the Vocational Agriculture II curriculum.

Title: Propagador de Plantas

Call Number: 372.6561 DEPA 1987-4

Format Type: Curriculum Guide

Summary Note: Explores the field of plant propagation as one of the important aspects of the program of Vocational Agriculture. Written in Spanish.

Title: Woodworking Safety: A Guide for Teachers of Limited English Proficient Students

Call Number: 372.65 TRES 1987-1

Format Type: Curriculum Guide

Summary Note: Developed as a result of the concern expressed by vocational educators over safety instructions for LEP students. Two goals of packet include: to address the liability concerns of woodworking instructors by providing safety instruction materials and tests for Spanish speaking students; and to provide some ideas, strategies and resources for working effectively with LEP students in the classroom. This packet provides woodworking teachers with alternative instructional materials for Spanish speaking students.

Title: Choose Your Future

Call Number: 372.6561 DOUG 1986.1

Format Type: Curriculum Guide

Publisher: San Jose, CA: Santa Clara County Office of Education, 1986.

Summary Note: Serves as Volume I in a set of curriculum materials designed to improve career and vocational guidance services to Spanish speaking students in grades 9 through 12. Provides information for students going to college, getting more training, looking for a job or making a decision. Written in English and Spanish.

Date: 1986.

Title: Bibliography of Resource Materials

Call Number: R 016.374 FORT 1993.1

Format Type: Reference Book

Publisher: Washington, DC: United States Department of Education, Division of Adult Education and Literacy Clearinghouse, 1993.

Summary Note: Non-annotated list of articles and publications dealing with state administered adult education programs and literacy activities. Includes fact sheets, directories, resources and selected curriculum materials and program management guides.

Date: 1993.

Title: Curriculum Models for Workplace Education

Call Number: 374.02 MASS 1993.8

Format Type: Report

Summary Note: This booklet is part of a series of resources developed for and by workplace education practitioners in business, education, and labor partnerships funded through the workplace literacy program. Looks at three common approaches to workplace curriculum development, including the functional context approach, the ethnographic/student-centered approach, and the participatory approach.

Title: Integrating Basic Skills into Vocational Teacher Education Curricula: Reality of Learners

Call Number: 375.2 COBB 1992.3

Format Type: Curriculum Guide

Publisher: Fort Collins, CO: Colorado State University, School of Occupational & Education Studies, 1992.

Summary Note: Provides curriculum for preservice teachers which shows how to develop a critical consciousness regarding the social conditions of students, examine one's own preconceptions regarding individual students' potential of acquiring the new basic skills, design lessons which acknowledge the learning style difference of students, and appreciate how the needs of adult learners differ from the needs of youth.

Date: 1992.

Title: Attitude

Call Number: 374.013 DOUG 1991-11

Format Type: Curriculum Guide

Summary Note: Develops an awareness of the importance of attitude in the workplace and demonstrates strategies for developing a positive attitude. This competency-based module is one in a series of 14 modules designed to teach employability skills to adult learners.

**OTAN VESL/Workplace Clearinghouse
San Diego Community College District
Continuing Education Centers
5350 University Avenue
San Diego, California 92105-2296
(619) 265-3458
veslwkpl@ otan.dni.us**

Introduction

Welcome to the VESL/Workplace Clearinghouse catalog. This catalog lists materials developed by adult education agencies throughout the country. These materials were developed with public funds for students who need to quickly prepare for employment. In the current economic climate, this need is more acute than ever. We hope that the Clearinghouse will be a source of valuable vocational materials that you can use to prepare your students. This catalog is also available in OTAN On-Line (<http://www.otan.dni.us>).

As you prepare your curriculum, you can use the Clearinghouse catalog to locate materials that have already been developed and are available for your use. Many educators have found them useful for reference when creating new programs. Please use the order form in the back of the catalog. You will receive one master copy. Because these materials are public domain, you are free to copy and change them to meet the needs of your students.

The costs listed in the catalog are made for reproduction, handling, and shipping of the materials. No charge is made for materials themselves.

To the best of our knowledge, within the limits of our resources, all materials in this catalog were developed with public funds and belong to the public domain. Where it is clear that copyrighted materials were included, we have deleted the copyrighted sections. There may be additional materials we did not recognize as copyrighted. However, if you identify any materials as copyrighted, you are obliged to honor the copyright.

Because you work in the adult vocational education field, you or your agency may have developed curricula and or materials that would be useful to similar programs. The Clearinghouse invites you to submit materials that will be reviewed for inclusion in the catalog and on-line database.

Please help us lay the groundwork for this new and exciting way to share and build materials and programs with our profession. Use the form at the back of the catalog to contact us about submitting your materials. Materials you submit must be

- Adult vocational or workplace learning materials that are non-copyrighted, and**
- Clear copies that will duplicate well.**

This project is funded by contract #6190 of the Federal P.L. 100-297, Section 353, from the Adult Education Unit, YAAES Division, California Department of Education and administered by the Outreach and Technical Assistance Network (OTAN) which is subcontracted to San Diego Community College District.

Jeanine Eberhardt

Karen Owen

Continuing Education Center
5348 University Avenue
San Diego, CA 92105-2296
(619) 265-3458 FAX (619) 265-3470

Outreach and
Technical
Assistance
Network

VESL/Workplace Clearinghouse

Order Form

Please fill out the form to order VESL/Workplace materials from the Clearinghouse. Include payment or purchase order. On purchase orders, please indicate each Clearinghouse curriculum order number. Make check payable to VESL/Workplace Clearinghouse. Costs listed in the catalog are for reproduction and handling. Shipping charges are by weight and need to be added according to the directions below. Please allow up to four weeks for delivery of large orders.

Your name: _____ Daytime phone: _____

Mailing Address: _____

Title:	Order #
Author:	
	# of Pages: Cost:

Title:	Order #
Author:	
	# of Pages: Cost:

Title:	Order #
Author:	
	# of Pages: Cost:

Total number of pages: _____

Compute shipping charges

500 pages or less add \$7.00

501 - 1000 pages add \$9.00

Total Materials Cost \$ _____

Shipping \$ _____

Sum of Shipping, and Materials Costs \$ _____

We would like to hear from you!

- **Do you know of additional public domain materials that would be useful to educators in the vocational ESL field?**
- **Have you or your agency developed non-copyrighted materials? Would you like to have them disseminated through our Clearinghouse?**

Our Clearinghouse project is an expanding effort to make a large variety of VESL materials available to educators. We appreciate any suggestions or submissions of materials to be reviewed for possible inclusion in this catalog and in the OTAN Online database.

You can mail in this form to:

VESL/Workplace Clearinghouse

Continuing Education Centers

5350 University Avenue

San Diego, CA 92105-2296

or

Phone (619) 265-3458

Fax (619) 265-3470

e-mail: veslwkpl@otan.dni.us

NAME:

INSTITUTION

ADDRESS

TELEPHONE

E-MAIL

TITLE(S) AND AUTHOR(S) OF MATERIALS:

Title: Bilingual Vocational Glossary - Auto Mechanics**Lao - English Version****Author: Yang, Vang****Agency: Emily Griffith Opportunity School, Denver Public Schools****State: CO****Date Developed: 1980****Order # 19****Pages 18****Cost \$11.00**

<u>Level</u>	<u>Material Type</u>	<u>Setting</u>
<input type="radio"/> Orientation	<input checked="" type="radio"/> Student Materials	<input checked="" type="radio"/> ESL/ABE Class
<input type="radio"/> Beginning	<input type="radio"/> Teacher's Guide	<input checked="" type="radio"/> Learning Lab
<input type="radio"/> Low Intermediate	<input type="radio"/> Syllabus	<input checked="" type="radio"/> Skills Class
<input checked="" type="radio"/> Intermediate	<input type="radio"/> Course Outline	<input type="radio"/> Workplace
<input checked="" type="radio"/> High Intermediate	<input type="radio"/> Administrator's Guide	
<input type="radio"/> Advanced	<input type="radio"/> Other	
<u>Skills Addressed</u>		
<input type="radio"/> Grammar	<input checked="" type="radio"/> Reading	<input checked="" type="radio"/> Vocational Vocabulary
(Specific)		
<input type="radio"/> Speaking	<input type="radio"/> Writing	<input type="radio"/> Vocational Concepts & Skills
(Specific)		
<input type="radio"/> Questioning & Clarifying	<input type="radio"/> Cultural Awareness	<input type="radio"/> World of Work Vocab &
Concepts		
<input type="radio"/> Listening	<input type="radio"/> Critical Thinking	

A brief glossary of approximately 70 nouns used in auto mechanics ranging from accelerator pump to windshield wipers. Most translations are for vocabulary terms only. No illustrations.

Title: Bilingual Vocational Glossary - Auto Mechanics**Vietnamese - English Version****Author: Nguyen, Sang Van****Agency: Emily Griffith Opportunity School, Denver Public Schools****State: CO****Date Developed: 1980****Order # 148****Pages 15****Cost \$11.00**

<u>Level</u>	<u>Material Type</u>	<u>Setting</u>
<input type="radio"/> Orientation	<input checked="" type="radio"/> Student Materials	<input checked="" type="radio"/> ESL/ABE Class
<input type="radio"/> Beginning	<input type="radio"/> Teacher's Guide	<input checked="" type="radio"/> Learning Lab
<input type="radio"/> Low Intermediate	<input type="radio"/> Syllabus	<input checked="" type="radio"/> Skills Class
<input checked="" type="radio"/> Intermediate	<input type="radio"/> Course Outline	<input type="radio"/> Workplace
<input checked="" type="radio"/> High Intermediate	<input type="radio"/> Administrator's Guide	
<input type="radio"/> Advanced	<input type="radio"/> Other	
<u>Skills Addressed</u>		
<input type="radio"/> Grammar	<input checked="" type="radio"/> Reading	<input checked="" type="radio"/> Vocational Vocabulary
(Specific)		
<input type="radio"/> Speaking	<input type="radio"/> Writing	<input type="radio"/> Vocational Concepts & Skills
(Specific)		
<input type="radio"/> Questioning & Clarifying	<input type="radio"/> Cultural Awareness	<input type="radio"/> World of Work Vocab &
Concepts		
<input type="radio"/> Listening	<input type="radio"/> Critical Thinking	

A brief glossary of approximately 70 nouns used in auto mechanics ranging from accelerator pump to windshield

wipers. Most translations are for vocabulary terms only. No illustrations.

Title: Brake and Front End Audiotape Packet

Author: West, Linda
Agency: Hacienda-La Puente Unified School District, Adult Education
State: CA **Date Developed:** 1985
Order # 20 **Pages** 208 **Cost** \$20.00

<u>Level</u>	<u>Material Type</u>	<u>Setting</u>
<input type="radio"/> Orientation	<input checked="" type="radio"/> Student Materials	<input type="radio"/> ESL/ABE Class
<input type="radio"/> Beginning	<input type="radio"/> Teacher's Guide	<input checked="" type="radio"/> Learning Lab
<input type="radio"/> Low Intermediate	<input type="radio"/> Syllabus	<input type="radio"/> Skills Class
<input checked="" type="radio"/> Intermediate	<input type="radio"/> Course Outline	<input type="radio"/> Workplace
<input checked="" type="radio"/> High Intermediate	<input type="radio"/> Administrator's Guide	
<input type="radio"/> Advanced	<input type="radio"/> Other	

Skills Addressed

<input type="radio"/> Grammar (Specific)	<input type="radio"/> Reading	<input checked="" type="radio"/> Vocational Vocabulary
<input type="radio"/> Speaking (Specific)	<input type="radio"/> Writing	<input checked="" type="radio"/> Vocational Concepts & Skills
<input type="radio"/> Questioning & Clarifying Concepts	<input type="radio"/> Cultural Awareness	<input type="radio"/> World of Work Vocab &
<input checked="" type="radio"/> Listening	<input type="radio"/> Critical Thinking	

Packet contains all materials needed to produce audiotapes and aural/oral student exercises which accompany the Auto Mechanics curriculum available from the Clearinghouse. Includes numerous listening, oral, and written tests, and directions for set up and use in the lab. A Language Master packet on the same subject can also be ordered separately from the Clearinghouse.

Title: Clothing and Textile Services Cluster

Author: Reynolds, M. LeRoy
Agency: Central Michigan University
State: MI **Date Developed:** 1970
Order # 182 **Pages** 19 **Cost** \$11.00

<u>Level</u>	<u>Material Type</u>	<u>Setting</u>
<input type="radio"/> Orientation	<input type="radio"/> Student Materials	<input checked="" type="radio"/> ESL/ABE Class
<input type="radio"/> Beginning	<input checked="" type="radio"/> Teacher's Guide	<input type="radio"/> Learning Lab
<input checked="" type="radio"/> Low Intermediate	<input type="radio"/> Syllabus	<input type="radio"/> Skills Class
<input checked="" type="radio"/> Intermediate	<input checked="" type="radio"/> Course Outline	<input type="radio"/> Workplace
<input type="radio"/> High Intermediate	<input type="radio"/> Administrator's Guide	
<input type="radio"/> Advanced	<input type="radio"/> Other	

Skills Addressed

<input type="radio"/> Grammar (Specific)	<input type="radio"/> Reading	<input type="radio"/> Vocational Vocabulary
<input checked="" type="radio"/> Speaking (Specific)	<input type="radio"/> Writing	<input checked="" type="radio"/> Vocational Concepts & Skills
<input type="radio"/> Questioning & Clarifying Concepts	<input type="radio"/> Cultural Awareness	<input type="radio"/> World of Work Vocab &
<input checked="" type="radio"/> Listening	<input type="radio"/> Critical Thinking	

Although designed for disabled or special needs students, the skill specific content may be useful to development of VESL instruction. This section of Cluster Curriculum presents reading and understanding alteration tags, alterations for hems, sleeves, bodice, waist, darts etc. Lists the competencies, general instructional methods, basic vocabulary terms, quantitative concepts, and suggestions for activities.

Title: Clothing & Textile Service: Teacher Manual

Author:
Agency: Ingham Intermediate School District, Capital Area Career Center
State: MI **Date Developed:** 1985
Order # 268 **Pages** 120 **Cost** \$16.00

<u>Level</u>	<u>Material Type</u>	<u>Setting</u>
<input type="radio"/> Orientation	<input checked="" type="radio"/> Student Materials	<input checked="" type="radio"/> ESL/ABE Class
<input type="radio"/> Beginning	<input checked="" type="radio"/> Teacher's Guide	<input type="radio"/> Learning Lab
<input checked="" type="radio"/> Low Intermediate	<input type="radio"/> Syllabus	<input type="radio"/> Skills Class
<input type="radio"/> Intermediate	<input type="radio"/> Course Outline	<input type="radio"/> Workplace
<input type="radio"/> High Intermediate	<input type="radio"/> Administrator's Guide	
<input type="radio"/> Advanced	<input type="radio"/> Other	

<u>Skills Addressed</u>		
<input type="radio"/> Grammar (Specific)	<input checked="" type="radio"/> Reading	<input checked="" type="radio"/> Vocational Vocabulary
<input type="radio"/> Speaking (Specific)	<input type="radio"/> Writing	<input type="radio"/> Vocational Concepts & Skills
<input type="radio"/> Questioning & Clarifying Concepts	<input type="radio"/> Cultural Awareness	<input type="radio"/> World of Work Vocab &
<input checked="" type="radio"/> Listening	<input type="radio"/> Critical Thinking	

Brief vocabulary exercises to supplement the topics of fabric information, sewing repairs and alterations, and use of hand and power tools. Contains answer keys.

Title: Clothing Construction (Alteration)

Author: Reynolds, M. LeRoy
Agency: Central Michigan University
State: MI **Date Developed:** 1970
Order # 184 **Pages** 29 **Cost** \$11.00

<u>Level</u>	<u>Material Type</u>	<u>Setting</u>
<input type="radio"/> Orientation	<input type="radio"/> Student Materials	<input checked="" type="radio"/> ESL/ABE Class
<input type="radio"/> Beginning	<input checked="" type="radio"/> Teacher's Guide	<input type="radio"/> Learning Lab
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<input checked="" type="radio"/> Intermediate	<input checked="" type="radio"/> Course Outline	<input type="radio"/> Workplace
<input type="radio"/> High Intermediate	<input type="radio"/> Administrator's Guide	
<input type="radio"/> Advanced	<input type="radio"/> Other	

<u>Skills Addressed</u>		
<input type="radio"/> Grammar (Specific)	<input type="radio"/> Reading	<input type="radio"/> Vocational Vocabulary
<input checked="" type="radio"/> Speaking (Specific)	<input type="radio"/> Writing	<input checked="" type="radio"/> Vocational Concepts & Skills

- ☐ Questioning & Clarifying ☐ Cultural Awareness ☐ World of Work Vocab & Concepts
☒ Listening ☐ Critical Thinking

Although designed for disabled or special needs students, the skill specific content may be useful to development of VESL instruction. This section of Cluster Curriculum presents reading and understanding alteration tags, alterations for hems, sleeves, bodice, waist, darts etc. Lists the competencies, general instructional methods, basic vocabulary terms, quantitative concepts, and suggestions for activities.

Title: Manicuring
Author: Lim, Joyce
Agency: Hacienda-La Puente Unified School District, Valley Vocational Center
State: CA **Date Developed:** 1985
Order # 29 **Pages** 127 **Cost** \$16.00

<u>Level</u>	<u>Material Type</u>	<u>Setting</u>
<input type="radio"/> Orientation	<input checked="" type="radio"/> Student Materials	<input checked="" type="radio"/> ESL/ABE Class
<input type="radio"/> Beginning	<input type="radio"/> Teacher's Guide	<input type="radio"/> Learning Lab
<input type="radio"/> Low Intermediate	<input type="radio"/> Syllabus	<input checked="" type="radio"/> Skills Class
<input type="radio"/> Intermediate	<input type="radio"/> Course Outline	<input type="radio"/> Workplace
<input checked="" type="radio"/> High Intermediate	<input type="radio"/> Administrator's Guide	
<input checked="" type="radio"/> Advanced	<input type="radio"/> Other	

<u>Skills Addressed</u>		
<input checked="" type="radio"/> Grammar (Specific)	<input checked="" type="radio"/> Reading	<input checked="" type="radio"/> Vocational Vocabulary
<input type="radio"/> Speaking (Specific)	<input type="radio"/> Writing	<input checked="" type="radio"/> Vocational Concepts & Skills
<input type="radio"/> Questioning & Clarifying Concepts	<input type="radio"/> Cultural Awareness	<input type="radio"/> World of Work Vocab & Concepts
<input checked="" type="radio"/> Listening	<input type="radio"/> Critical Thinking	

Vocabulary based lessons built around parts of speech. Lessons include using context clues, fill the blanks, and numerous sketches of manicuring implements. Material appropriate for introduction to basic implements used on the job. Lacks introduction and table of contents.

Title: Bilingual Vocational Glossary - Office Occupations: Electronics Assembly
 Vietnamese - English Version
Author: Cao, Kiem
Agency: Emily Griffith Opportunity School, Denver Public Schools
State: CO **Date Developed:** 1980
Order # 32 **Pages** 12 **Cost** \$11.00

<u>Level</u>	<u>Material Type</u>	<u>Setting</u>
<input type="radio"/> Orientation	<input checked="" type="radio"/> Student Materials	<input checked="" type="radio"/> ESL/ABE Class
<input type="radio"/> Beginning	<input type="radio"/> Teacher's Guide	<input checked="" type="radio"/> Learning Lab
<input type="radio"/> Low Intermediate	<input type="radio"/> Syllabus	<input checked="" type="radio"/> Skills Class
<input checked="" type="radio"/> Intermediate	<input type="radio"/> Course Outline	<input type="radio"/> Workplace
<input checked="" type="radio"/> High Intermediate	<input type="radio"/> Administrator's Guide	
<input type="radio"/> Advanced	<input type="radio"/> Other	

Skills Addressed

<input type="radio"/> Grammar (Specific)	●	Reading	●	Vocational Vocabulary
<input type="radio"/> Speaking (Specific)	○	Writing	○	Vocational Concepts & Skills
<input type="radio"/> Questioning & Clarifying Concepts	○	Cultural Awareness	○	World of Work Vocab &
<input type="radio"/> Listening	○	Critical Thinking		

A brief glossary of approximately 75 nouns used in electronic assembly ranging from acid brush to wicking. All of the terms and about half of the definitions have translations. No illustrations.

Title: Electricity as a Second Language

Author: Bandeira-Locci, Lois

Agency: De Anza College - Bilingual Center

State: CA **Date Developed:** 1984

Order # 140 **Pages** 170 **Cost** \$19.00

<u>Level</u>	<u>Material Type</u>	<u>Setting</u>
<input type="radio"/> Orientation	<input checked="" type="radio"/> Student Materials	<input checked="" type="radio"/> ESL/ABE Class
<input type="radio"/> Beginning	<input type="radio"/> Teacher's Guide	<input checked="" type="radio"/> Learning Lab
<input type="radio"/> Low Intermediate	<input type="radio"/> Syllabus	<input type="radio"/> Skills Class
<input checked="" type="radio"/> Intermediate	<input type="radio"/> Course Outline	<input type="radio"/> Workplace
<input checked="" type="radio"/> High Intermediate	<input type="radio"/> Administrator's Guide	
<input type="radio"/> Advanced	<input type="radio"/> Other	

Skills Addressed

<input type="radio"/> Grammar (Specific)	<input checked="" type="radio"/> Reading	<input checked="" type="radio"/> Vocational Vocabulary
<input type="radio"/> Speaking (Specific)	<input checked="" type="radio"/> Writing	<input checked="" type="radio"/> Vocational Concepts & Skills
<input type="radio"/> Questioning & Clarifying Concepts	<input type="radio"/> Cultural Awareness	<input type="radio"/> World of Work Vocab & Concepts
<input checked="" type="radio"/> Listening	<input type="radio"/> Critical Thinking	

Presents information on current, pressure, measurements, and resistance. Provides practice with schematics, symbols, and abbreviations. Each unit is detailed with a summary, highlighted concepts, numerous exercises, and a unit test. Exercises involve spelling, peer teaching, brief writing, listening, dictation, identification etc. Also provides a summary of the curriculum in English, Spanish, and Vietnamese and a detailed pre-test and post-test with answer keys. Contains small illustrations.

Title: VESL for Electronic Technicians Including Math Review and Tutorial

Author: Bahmanie, Rosemarie

Agency: San Diego Community College District Foundation, Inc.
RTAP Occupational Cluster, ESL Curriculum

State: CA **Date Developed:** 1986

Order # 40 **Pages** 291 **Cost** \$25.00

<u>Level</u>	<u>Material Type</u>	<u>Setting</u>
<input type="radio"/> Orientation	<input checked="" type="radio"/> Student Materials	<input type="radio"/> ESL/ABE Class
<input type="radio"/> Beginning	<input checked="" type="radio"/> Teacher's Guide	<input type="radio"/> Learning Lab
<input type="radio"/> Low Intermediate	<input type="radio"/> Syllabus	<input checked="" type="radio"/> Skills Class
<input checked="" type="radio"/> Intermediate	<input type="radio"/> Course Outline	<input type="radio"/> Workplace
<input type="radio"/> High Intermediate	<input type="radio"/> Administrator's Guide	
<input type="radio"/> Advanced	<input type="radio"/> Other	

Skills Addressed

<input type="radio"/> Grammar (Specific)	<input checked="" type="radio"/> Reading	<input checked="" type="radio"/> Vocational Vocabulary
<input checked="" type="radio"/> Speaking (Specific)	<input checked="" type="radio"/> Writing	<input type="radio"/> Vocational Concepts & Skills
<input type="radio"/> Questioning & Clarifying Concepts	<input type="radio"/> Cultural Awareness	<input type="radio"/> World of Work Vocab & Concepts

- ☐ Listening ☐ Critical Thinking

Designed to follow Electronic Assembly VESL for Electronic Technicians by Judy Richonne. This volume is divided into two parts. The first reviews basic math vocabulary and the decimal and binary number systems. Includes pre and post-tests, notes about the material to the teacher, and exercises with an answer key. The tutorial section for electronics assembly teaches students to become familiar with the terminology and follow directions. It covers structure of matter, electrical charge, Ohm's law, and Kirchhoff's laws. Lessons with concept information for the student followed by exercises present conductors, insulators, & semiconductors, resistance & resistors, and series & parallel circuits. Also includes capacitance & capacitors, inductance & inductors, amplification, and troubleshooting. Also contains answer keys and a bibliography.

Title: VESL For Electronics Assembly and Electromechanical Assembly

Author: Richonne, Judy

Agency: San Diego Community College District Foundation, Inc.

RTAP Occupational Cluster, ESL Curriculum

State: CA

Date Developed: 1985

Order # 41

Pages 197

Cost \$20.00

<u>Level</u>	<u>Material Type</u>	<u>Setting</u>
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<input type="radio"/> Beginning	<input type="radio"/> Teacher's Guide	<input checked="" type="radio"/> Learning Lab
<input type="radio"/> Low Intermediate	<input type="radio"/> Syllabus	<input type="radio"/> Skills Class
<input checked="" type="radio"/> Intermediate	<input type="radio"/> Course Outline	<input checked="" type="radio"/> Workplace
<input type="radio"/> High Intermediate	<input type="radio"/> Administrator's Guide	
<input type="radio"/> Advanced	<input type="radio"/> Other	

Skills Addressed

<input type="radio"/> Grammar (Specific)	<input checked="" type="radio"/> Reading	<input checked="" type="radio"/> Vocational Vocabulary
<input checked="" type="radio"/> Speaking (Specific)	<input type="radio"/> Writing	<input checked="" type="radio"/> Vocational Concepts & Skills
<input checked="" type="radio"/> Questioning & Clarifying Concepts	<input type="radio"/> Cultural Awareness	<input type="radio"/> World of Work Vocab & Skills
<input checked="" type="radio"/> Listening	<input type="radio"/> Critical Thinking	

Provides a simple step-by-step approach to help students enrolled in an electronics assembly class understand the necessary terminology and procedures of electronic assembly. Covers the identification of tools and components, reading job related documentation (such as schematic symbols), communicating at work, and developing questioning and clarifying skills. Includes a detailed teacher's guide and a summary of teaching methods. Uses the Audio-Lingual approach. When these materials are used individualized study, an aide is needed to complete the many listening and speaking exercises. *Answer Key to VESL for Electronics Assembly* available separately through the Clearinghouse.

Title: VESL for Electronics Assembly and Electromechanical Assembly - Answer Key

Author: Bahmanie, Rosemarie

Agency: San Diego Community College District Foundation, Inc.

RTAP Occupational Cluster, ESL Curriculum

State: CA

Date Developed: 1985

Order # 42

Pages 90

Cost \$15.00

<u>Level</u>	<u>Material Type</u>	<u>Setting</u>
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|---|---|--|
| <input type="radio"/> Orientation | <input type="radio"/> Student Materials | <input checked="" type="radio"/> ESL/ABE Class |
| <input type="radio"/> Beginning | <input type="radio"/> Teacher's Guide | <input checked="" type="radio"/> Learning Lab |
| <input type="radio"/> Low Intermediate | <input type="radio"/> Syllabus | <input type="radio"/> Skills Class |
| <input type="radio"/> Intermediate | <input type="radio"/> Course Outline | <input checked="" type="radio"/> Workplace |
| <input type="radio"/> High Intermediate | <input type="radio"/> Administrator's Guide | |
| <input type="radio"/> Advanced | <input checked="" type="radio"/> Other | |

Skills Addressed

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|---|--|---|
| <input type="radio"/> Grammar
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| <input checked="" type="radio"/> Speaking
(Specific) | <input type="radio"/> Writing | <input checked="" type="radio"/> Vocational Concepts & Skills |
| <input checked="" type="radio"/> Questioning & Clarifying
Concepts | <input type="radio"/> Cultural Awareness | <input type="radio"/> World of Work Vocab & |
| <input checked="" type="radio"/> Listening | <input type="radio"/> Critical Thinking | |

The answer key to the *VESL for Electronics Assembly and Electromechanical Assembly* which is available through the Clearinghouse.

Title: English for Food Service: An English for Specific Purposes Course

Author:	Peknik, George
Agency:	DuPage County, Illinois
State:	CA
Order #	123
Pages	44
Date Developed:	1985
Cost	\$12.00

- | <u>Level</u> | <u>Material Type</u> | <u>Setting</u> |
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| <input type="radio"/> Beginning | <input type="radio"/> Teacher's Guide | <input type="radio"/> Learning Lab |
| <input type="radio"/> Low Intermediate | <input type="radio"/> Syllabus | <input checked="" type="radio"/> Skills Class |
| <input checked="" type="radio"/> Intermediate | <input type="radio"/> Course Outline | <input checked="" type="radio"/> Workplace |
| <input checked="" type="radio"/> High Intermediate | <input type="radio"/> Administrator's Guide | |
| <input type="radio"/> Advanced | <input type="radio"/> Other | |

Skills Addressed

- | | | |
|--|--|---|
| <input type="radio"/> Grammar
(Specific) | <input type="radio"/> Reading | <input checked="" type="radio"/> Vocational Vocabulary |
| <input checked="" type="radio"/> Speaking
(Specific) | <input type="radio"/> Writing | <input checked="" type="radio"/> Vocational Concepts & Skills |
| <input type="radio"/> Questioning & Clarifying
Concepts | <input type="radio"/> Cultural Awareness | <input checked="" type="radio"/> World of Work Vocab & |
| <input checked="" type="radio"/> Listening | <input type="radio"/> Critical Thinking | |

Six vocabulary centered lessons for restaurant workers that present some skill specific and general workplace vocabulary through reading passages, dialogues and drills, journal assignments, and discussion questions. Includes brief lessons on restaurant duties and equipment, waitress/customer interaction, food preparation, and desirable traits of a successful restaurant employee.

Title: Food Preparation and Service

Author:	Reynolds, M. LeRoy
Agency:	Central Michigan University

State: MI		Date Developed: 1970	
Order # 194	Pages 108	Cost \$15.00	

Level	Material Type	Setting
<input type="radio"/> Orientation	<input type="radio"/> Student Materials	<input checked="" type="radio"/> ESL/ABE Class
<input type="radio"/> Beginning	<input checked="" type="radio"/> Teacher's Guide	<input type="radio"/> Learning Lab
<input checked="" type="radio"/> Low Intermediate	<input type="radio"/> Syllabus	<input type="radio"/> Skills Class
<input checked="" type="radio"/> Intermediate	<input checked="" type="radio"/> Course Outline	<input type="radio"/> Workplace
<input type="radio"/> High Intermediate	<input type="radio"/> Administrator's Guide	
<input type="radio"/> Advanced	<input type="radio"/> Other	

Skills Addressed	
<input type="radio"/> Grammar (Specific)	<input type="radio"/> Reading
<input checked="" type="radio"/> Speaking (Specific)	<input type="radio"/> Writing
<input type="radio"/> Questioning & Clarifying Concepts	<input type="radio"/> Cultural Awareness
<input checked="" type="radio"/> Listening	<input type="radio"/> Critical Thinking

Although designed for disabled or special needs students, the skill specific content may be useful to development of VESL instruction. This section of *Cluster Curriculum* covers baking breads and pastry plus preparation of additional foods such as sandwiches, meats, and soups. Using the kitchen equipment and cleaning procedures are outlined. Food service with restaurant set up, customer greeting, table service, and operation of a cash register are included. Lists the competencies, general instructional methods, basic vocabulary terms, quantitative concepts, and suggestions for activities.

Title: Food Service Module

Author: Unknown		Date Developed: 1978	
Agency: Center for Applied Linguistics			
State: VA			
Order # 286	Pages 205	Cost \$20.00	

Level	Material Type	Setting
<input type="radio"/> Orientation	<input checked="" type="radio"/> Student Materials	<input type="radio"/> ESL/ABE Class
<input type="radio"/> Beginning	<input checked="" type="radio"/> Teacher's Guide	<input checked="" type="radio"/> Learning Lab
<input type="radio"/> Low Intermediate	<input type="radio"/> Syllabus	<input checked="" type="radio"/> Skills Class
<input checked="" type="radio"/> Intermediate	<input type="radio"/> Course Outline	<input type="radio"/> Workplace
<input checked="" type="radio"/> High Intermediate	<input type="radio"/> Administrator's Guide	
<input type="radio"/> Advanced	<input type="radio"/> Other	

Skills Addressed	
<input type="radio"/> Grammar (Specific)	<input checked="" type="radio"/> Reading
<input checked="" type="radio"/> Speaking (Specific)	<input type="radio"/> Writing
<input type="radio"/> Questioning & Clarifying Concepts	<input type="radio"/> Cultural Awareness
<input type="radio"/> Listening	<input type="radio"/> Critical Thinking

Kitchen/restaurant language in dialogues and drills, exercises, and reading passages. Each unit is prefaced with

objectives and an explanation of structures. Includes an English-Vietnamese glossary and rough illustrations.

Title: Hotel-Motel: Desk Clerk

Author:	Unknown
Agency:	Orange County Public Schools PVACE Department
State:	FL
Date Developed:	19??
Order #	49
Pages	13
Cost	\$11.00

<u>Level</u>	<u>Material Type</u>	<u>Setting</u>
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<input type="radio"/> Beginning	<input type="radio"/> Teacher's Guide	<input type="radio"/> Learning Lab
<input checked="" type="radio"/> Low Intermediate	<input type="radio"/> Syllabus	<input type="radio"/> Skills Class
<input type="radio"/> Intermediate	<input type="radio"/> Course Outline	<input type="radio"/> Workplace
<input type="radio"/> High Intermediate	<input type="radio"/> Administrator's Guide	
<input type="radio"/> Advanced	<input type="radio"/> Other	

<u>Skills Addressed</u>			
<input type="radio"/> Grammar (Specific)	<input type="radio"/> Reading	<input checked="" type="radio"/> Vocational Vocabulary	
<input checked="" type="radio"/> Speaking (Specific)	<input type="radio"/> Writing	<input type="radio"/> Vocational Concepts & Skills	
<input type="radio"/> Questioning & Clarifying Concepts	<input type="radio"/> Cultural Awareness	<input type="radio"/> World of Work Vocab & Concepts	
<input type="radio"/> Listening	<input type="radio"/> Critical Thinking		

Presents two conversations and substitution exercises that a desk clerk would encounter on the job. There are follow up exercises.

Title: Hotel-Motel: Switchboard Operator

Author:	Unknown
Agency:	Orange County Public Schools PVACE Department
State:	FL
Date Developed:	19??
Order #	50
Pages	10
Cost	\$11.00

<u>Level</u>	<u>Material Type</u>	<u>Setting</u>
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<input type="radio"/> Beginning	<input type="radio"/> Teacher's Guide	<input type="radio"/> Learning Lab
<input checked="" type="radio"/> Low Intermediate	<input type="radio"/> Syllabus	<input type="radio"/> Skills Class
<input type="radio"/> Intermediate	<input type="radio"/> Course Outline	<input checked="" type="radio"/> Workplace
<input type="radio"/> High Intermediate	<input type="radio"/> Administrator's Guide	
<input type="radio"/> Advanced	<input type="radio"/> Other	

<u>Skills Addressed</u>			
<input type="radio"/> Grammar (Specific)	<input type="radio"/> Reading	<input checked="" type="radio"/> Vocational Vocabulary	
<input checked="" type="radio"/> Speaking (Specific)	<input type="radio"/> Writing	<input type="radio"/> Vocational Concepts & Skills	
<input type="radio"/> Questioning & Clarifying	<input type="radio"/> Cultural Awareness	<input type="radio"/> World of Work Vocab & Concepts	

Concepts

- ☐ Listening ☐ Critical Thinking

Presents two conversations and substitution exercises that a hotel switchboard operator would encounter on the job. There are follow up exercises.

Title: Basic Math and Measurement for Machine Work

Author: Palmer, John C.
 Agency: San Diego City Schools
 State: CA Date Developed: 1979
 Order # 252 Pages 62 Cost \$13.00

<u>Level</u>	<u>Material Type</u>	<u>Setting</u>
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<input type="radio"/> Beginning	<input type="radio"/> Teacher's Guide	<input checked="" type="radio"/> Learning Lab
<input type="radio"/> Low Intermediate	<input type="radio"/> Syllabus	<input checked="" type="radio"/> Skills Class
<input checked="" type="radio"/> Intermediate	<input type="radio"/> Course Outline	<input type="radio"/> Workplace
<input type="radio"/> High Intermediate	<input type="radio"/> Administrator's Guide	
<input type="radio"/> Advanced	<input type="radio"/> Other	

Skills Addressed

<input type="radio"/> Grammar (Specific)	<input checked="" type="radio"/> Reading	<input checked="" type="radio"/> Vocational Vocabulary
<input type="radio"/> Speaking (Specific)	<input type="radio"/> Writing	<input type="radio"/> Vocational Concepts & Skills
<input type="radio"/> Questioning & Clarifying Concepts	<input type="radio"/> Cultural Awareness	<input type="radio"/> World of Work Vocab.. &
<input type="radio"/> Listening	<input type="radio"/> Critical Thinking	

A brief math text with a pretest, explanations, examples and exercises for fractions, decimals, applied geometry, and right triangle trigonometry. Also covers reading a machinist rule, micrometer, and vernier tools. No answer key.

Title: Machine Shop Fundamentals Part I Student Workbook

Author: Menges, Patricia et al.
 Agency: Waubensee Community College
 State: CA Date Developed: 1982
 Order # 172 Pages 235 Cost \$22.00

<u>Level</u>	<u>Material Type</u>	<u>Setting</u>
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<input type="radio"/> Beginning	<input type="radio"/> Teacher's Guide	<input checked="" type="radio"/> Learning Lab
<input checked="" type="radio"/> Low Intermediate	<input type="radio"/> Syllabus	<input checked="" type="radio"/> Skills Class
<input checked="" type="radio"/> Intermediate	<input type="radio"/> Course Outline	<input type="radio"/> Workplace
<input checked="" type="radio"/> High Intermediate	<input type="radio"/> Administrator's Guide	
<input type="radio"/> Advanced	<input type="radio"/> Other	

Skills Addressed

<input type="radio"/> Grammar (Specific)	<input checked="" type="radio"/> Reading	<input checked="" type="radio"/> Vocational Vocabulary
<input type="radio"/> Speaking (Specific)	<input checked="" type="radio"/> Writing	<input type="radio"/> Vocational Concepts & Skills
<input type="radio"/> Questioning & Clarifying Concepts	<input type="radio"/> Cultural Awareness	<input type="radio"/> World of Work Vocab. &
<input type="radio"/> Listening	<input type="radio"/> Critical Thinking	

Student workbook that corresponds to *Machine Shop Fundamentals: Part I* available separately from the Clearinghouse. Each lesson includes study questions, review questions, and worksheets. Has numerous fill-in-the-blank worksheets. Math section contains an answer key.

Title: Machine Shop Fundamentals: VESL Instructor's Manual

Author:	Menges, Patricia et al.
Agency:	Waubensee Community College
State:	IL
Date Developed:	1982
Order #	143
Pages	460
Cost	\$33.00

<u>Level</u>	<u>Material Type</u>	<u>Setting</u>
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<input type="radio"/> Beginning	<input checked="" type="radio"/> Teacher's Guide	<input checked="" type="radio"/> Learning Lab
<input checked="" type="radio"/> Low Intermediate	<input type="radio"/> Syllabus	<input checked="" type="radio"/> Skills Class
<input checked="" type="radio"/> Intermediate	<input type="radio"/> Course Outline	<input type="radio"/> Workplace
<input checked="" type="radio"/> High Intermediate	<input type="radio"/> Administrator's Guide	
<input type="radio"/> Advanced	<input type="radio"/> Other	

Skills Addressed

<input type="radio"/> Grammar (Specific)	<input checked="" type="radio"/> Reading	<input checked="" type="radio"/> Vocational Vocabulary
<input type="radio"/> Speaking (Specific)	<input type="radio"/> Writing	<input type="radio"/> Vocational Concepts & Skills
<input type="radio"/> Questioning & Clarifying Concepts	<input type="radio"/> Cultural Awareness	<input type="radio"/> World of Work Vocab. &
<input type="radio"/> Listening	<input type="radio"/> Critical Thinking	

Teaching strategies to accompany *Machine Shop Fundamentals Part One and Part Two* available separately from the Clearinghouse. Contains activities, visuals, worksheets, and an extensive glossary of technical terms. Briefly presents basic math curriculum, and an English/Spanish job search glossary.

Title: Machine Shop Language Master Packet

Author:	Golz, L. George
Agency:	Hacienda-La Puente Univied School District, Valley Vocational Center
State:	CA
Date Developed:	1985
Order #	56
Pages	389
Cost	\$29.00

<u>Level</u>	<u>Material Type</u>	<u>Setting</u>
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| <input type="radio"/> Beginning | <input type="radio"/> Teacher's Guide | <input checked="" type="radio"/> Learning Lab |
| <input checked="" type="radio"/> Low Intermediate | <input type="radio"/> Syllabus | <input checked="" type="radio"/> Skills Class |
| <input checked="" type="radio"/> Intermediate | <input type="radio"/> Course Outline | <input checked="" type="radio"/> Workplace |
| <input checked="" type="radio"/> High Intermediate | <input type="radio"/> Administrator's Guide | |
| <input type="radio"/> Advanced | <input type="radio"/> Other | |

Skills Addressed

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| <input type="radio"/> Grammar
(Specific) | <input type="radio"/> Reading | <input checked="" type="radio"/> Vocational Vocabulary |
| <input type="radio"/> Speaking
(Specific) | <input type="radio"/> Writing | <input type="radio"/> Vocational Concepts & Skills |
| <input type="radio"/> Questioning & Clarifying
Concepts | <input type="radio"/> Cultural Awareness | <input type="radio"/> World of Work Vocab. & |
| <input checked="" type="radio"/> Listening | <input type="radio"/> Critical Thinking | |

This language master packet was designed to accompany Auto *Machine Shop VESL I-IV* and *Machine Shop, VESL, IX-XII*. It contains all the materials needed to create language masters, including graphics of tools, scripts for language masters, exercises, tests, and answer keys. The language masters teach names of tools. Also includes instructions on setting up a language master lab. It is recommended that the following materials also be ordered: *Machine Shop Audio Tape Packets and Scripts, Machine Shop Reading* and *Machine Shop Math*.

Title: Medical Assistant Curriculum

Author:	Mildred Jaeger, R.N.
Agency:	Vocational Technical Curriculum Laboratory
State:	NJ
Order #	301
Pages	121
Cost	\$16.00
Date Developed:	1976

- | <u>Level</u> | <u>Material Type</u> | <u>Setting</u> |
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| <input type="radio"/> Beginning | <input checked="" type="radio"/> Teacher's Guide | <input checked="" type="radio"/> Learning Lab |
| <input type="radio"/> Low Intermediate | <input type="radio"/> Syllabus | <input checked="" type="radio"/> Skills Class |
| <input type="radio"/> Intermediate | <input checked="" type="radio"/> Course Outline | <input type="radio"/> Workplace |
| <input type="radio"/> High Intermediate | <input type="radio"/> Administrator's Guide | |
| <input checked="" type="radio"/> Advanced | <input type="radio"/> Other | |
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- #### Skills Addressed
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| <input type="radio"/> Grammar
(Specific) | <input type="radio"/> Reading | <input checked="" type="radio"/> Vocational Vocabulary |
| <input type="radio"/> Speaking
(Specific) | <input type="radio"/> Writing | <input checked="" type="radio"/> Vocational Concepts & Skills |
| <input type="radio"/> Questioning & Clarifying
Concepts | <input type="radio"/> Cultural Awareness | <input type="radio"/> World of Work Vocab. & |
| <input type="radio"/> Listening | <input type="radio"/> Critical Thinking | |

Briefly outlines high school courses for medical secretary, medical technician, and doctor's assistant, but may be useful for VESL planning in this field. The medical secretary unit outlines the study of terminology, typing skills, medical typing, and clerical practice such as filing and telephone skills. The medical technician outlines anatomy and physiology plus laboratory technology. The doctor's assistant structures the objectives in patient management for psychology, ethics, office management, and clinical procedures. Includes a list of medical, surgical, and laboratory terms plus medical forms. Some sections require specific textbooks (1976 era).

Title: Nurse Assistant

Author: West, Linda
Agency: Hacienda-La Puente Unified School District, Adult Education
State: CA **Date Developed:** 1982
Order # 63 **Pages** 247 **Cost** \$22.00

<u>Level</u>	<u>Material Type</u>	<u>Setting</u>
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<input type="radio"/> Beginning	<input type="radio"/> Teacher's Guide	<input type="radio"/> Learning Lab
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<input checked="" type="radio"/> High Intermediate	<input type="radio"/> Administrator's Guide	
<input type="radio"/> Advanced	<input type="radio"/> Other	

Skills Addressed

<input type="radio"/> Grammar (Specific)	<input checked="" type="radio"/> Reading	<input checked="" type="radio"/> Vocational Vocabulary
<input checked="" type="radio"/> Speaking (Specific)	<input type="radio"/> Writing	<input checked="" type="radio"/> Vocational Concepts & Skills
<input checked="" type="radio"/> Questioning & Clarifying Concepts	<input checked="" type="radio"/> Cultural Awareness	<input checked="" type="radio"/> World of Work Vocab. &
<input checked="" type="radio"/> Listening	<input checked="" type="radio"/> Critical Thinking	

A 59 unit comprehensive curriculum. Uses a variety of methods and exercises that engages the student in aural/oral communication and teaches nursing vocabulary, duties and procedures. Culturally appropriate questions and responses for dealing with patients and hospital staff are presented. Covers written record keeping of a nurse assistant. In addition to numerous vocabulary and performance activities, material includes following directions, structured role play, and sequencing. Designed to be used with the Nurse Assistant Instructor manual, Nurse Assistant Language Masters, and Nurse Assistant Audio Tape scripts. The Language Master and tape script packets contain all the materials needed to create your own materials. These materials are available separately through the Clearinghouse.

Title: Nurse Assistant Instructor's Guide

Author: West, Linda
Agency: Hacienda-La Puente Unified School District, Adult Education
State: CA **Date Developed:** 1982
Order # 6463 **Pages** 344 **Cost** \$27.00

<u>Level</u>	<u>Material Type</u>	<u>Setting</u>
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<input type="radio"/> Beginning	<input checked="" type="radio"/> Teacher's Guide	<input type="radio"/> Learning Lab
<input type="radio"/> Low Intermediate	<input type="radio"/> Syllabus	<input checked="" type="radio"/> Skills Class
<input type="radio"/> Intermediate	<input type="radio"/> Course Outline	<input type="radio"/> Workplace
<input checked="" type="radio"/> High Intermediate	<input type="radio"/> Administrator's Guide	
<input type="radio"/> Advanced	<input type="radio"/> Other	

Skills Addressed

<input type="radio"/> Grammar (Specific)	<input checked="" type="radio"/> Reading	<input checked="" type="radio"/> Vocational Vocabulary
<input checked="" type="radio"/> Speaking (Specific)	<input type="radio"/> Writing	<input checked="" type="radio"/> Vocational Concepts & Skills

- Questioning & Clarifying ● Cultural Awareness ● World of Work Vocab. & Concepts
- Listening ● Critical Thinking

The instructor's guide is designed to accompany the Nurse Assistant materials available from the Clearinghouse. It includes an introduction, lesson plans, and suggested activities. Also has student worksheets and answer keys. The 59 unit comprehensive curriculum uses a variety of methods and exercises that engages the student in aural/oral communication and teaches nursing vocabulary, duties and procedures. Culturally appropriate questions and responses for dealing with patients and hospital staff are presented. Covers written record keeping of a nurse assistant. In addition to numerous vocabulary and performance activities, material includes following directions, structured role play, and sequencing. The *Nurse Assistant Language Masters*, and *Nurse Assistant Audio Tape scripts* packets contain tape scripts, pictures, text, and exercises needed to set up a lab; these materials are available separately through the Clearinghouse.

Title: Multi-Cultural Competency Based Vocational/Technical Curricula Series: Clerical Cluster

Author:		Shin, Masako and Hepburn, Larry			
Agency:		Illinois State Board of Education			
State:		IL	Date Developed:		1981
Order #	130	Pages 217	Cost	\$21.00	
Level		<u>Material Type</u>		<u>Setting</u>	
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<input type="radio"/>	Beginning	<input checked="" type="radio"/>	Teacher's Guide	<input type="radio"/>	Learning Lab
<input checked="" type="radio"/>	Low Intermediate	<input type="radio"/>	Syllabus	<input checked="" type="radio"/>	Skills Class
<input checked="" type="radio"/>	Intermediate	<input type="radio"/>	Course Outline	<input type="radio"/>	Workplace
<input type="radio"/>	High Intermediate	<input type="radio"/>	Administrator's Guide		
<input type="radio"/>	Advanced	<input type="radio"/>	Other		
<u>Skills Addressed</u>					
<input type="radio"/>	Grammar	<input type="radio"/>	Reading	<input checked="" type="radio"/>	Vocational Vocabulary
(Specific)					
<input checked="" type="radio"/>	Speaking	<input type="radio"/>	Writing	<input checked="" type="radio"/>	Vocational Concepts & Skills
(Specific)					
<input type="radio"/>	Questioning & Clarifying	<input type="radio"/>	Cultural Awareness	<input type="radio"/>	World of Work Vocab. &
Concepts					
<input type="radio"/>	Listening	<input type="radio"/>	Critical Thinking		

Task-based curriculum, each task having performance objectives, evaluation criteria, and performance guidelines which lay out step-by-step tasks to be accomplished. Covers typing, duplicating, receptionist activities, general office procedures, operations of electronic calculator, business math, accounting, and business English. Includes a program introduction and outline.

Title: Office and Business Occupations

Author:		Reynolds, M. LeRoy			
Agency:		Central Michigan University			
State:		MI	Date Developed:		1970
Order #	188	Pages 116	Cost	\$16.00	
Level		<u>Material Type</u>		<u>Setting</u>	
<input type="radio"/> Orientation	<input type="radio"/>	Student Materials		<input checked="" type="radio"/>	ESL/ABE Class

- | | | |
|---|--|------------------------------------|
| <input type="radio"/> Beginning | <input checked="" type="radio"/> Teacher's Guide | <input type="radio"/> Learning Lab |
| <input checked="" type="radio"/> Low Intermediate | <input type="radio"/> Syllabus | <input type="radio"/> Skills Class |
| <input checked="" type="radio"/> Intermediate | <input checked="" type="radio"/> Course Outline | <input type="radio"/> Workplace |
| <input type="radio"/> High Intermediate | <input type="radio"/> Administrator's Guide | |
| <input type="radio"/> Advanced | <input type="radio"/> Other | |

Skills Addressed

- | | | |
|--|--|---|
| <input type="radio"/> Grammar
(Specific) | <input type="radio"/> Reading | <input type="radio"/> Vocational Vocabulary |
| <input checked="" type="radio"/> Speaking
(Specific) | <input type="radio"/> Writing | <input checked="" type="radio"/> Vocational Concepts & Skills |
| <input type="radio"/> Questioning & Clarifying
Concepts | <input type="radio"/> Cultural Awareness | <input type="radio"/> World of Work Vocab. & |
| <input checked="" type="radio"/> Listening | <input type="radio"/> Critical Thinking | |

Although designed for disabled or special needs students, the skill specific content may be useful to development of VESL instruction. This section of Cluster Curriculum includes tasks for general office clerk and office machine operator with 1970 or earlier technology. Outlines the knowledge and skills necessary to operate machines such as an adding machine, duplicating machine, collator, and calculator. Includes typing (on a typewriter), using a dictionary, handling mail, phoning, receiving payments, disbursing petty cash, and preparing a payoff. Lists the competencies, general instructional methods, basic vocabulary terms, quantitative concepts, and suggestions for activities.

Title: Office Systems VESL: Bridging to Training

Author:	Chamberlin, Edie Gifford, Laurie
Agency:	San Diego Community College District, Continuing Education
State:	CA Date Developed: 1994
Order #	160 Pages 79 Cost \$14.00

- | Level | Material Type | Setting |
|--|--|--|
| <input type="radio"/> Orientation | <input checked="" type="radio"/> Student Materials | <input checked="" type="radio"/> ESL/ABE Class |
| <input type="radio"/> Beginning | <input type="radio"/> Teacher's Guide | <input checked="" type="radio"/> Learning Lab |
| <input type="radio"/> Low Intermediate | <input type="radio"/> Syllabus | <input type="radio"/> Skills Class |
| <input checked="" type="radio"/> Intermediate | <input type="radio"/> Course Outline | <input type="radio"/> Workplace |
| <input checked="" type="radio"/> High Intermediate | <input type="radio"/> Administrator's Guide | |
| <input type="radio"/> Advanced | <input type="radio"/> Other | |

Skills Addressed

- | | | |
|---|--|---|
| <input type="radio"/> Grammar
(Specific) | <input checked="" type="radio"/> Reading | <input checked="" type="radio"/> Vocational Vocabulary |
| <input checked="" type="radio"/> Speaking
(Specific) | <input checked="" type="radio"/> Writing | <input checked="" type="radio"/> Vocational Concepts & Skills |
| <input checked="" type="radio"/> Questioning & Clarifying
Concepts | <input type="radio"/> Cultural Awareness | <input type="radio"/> World of Work Vocab. & |
| <input checked="" type="radio"/> Listening | <input checked="" type="radio"/> Critical Thinking | |

The final module in the *Office Systems VESL* series (available separately) which is a comprehensive approach focusing on language and reading development so that the LEP student can succeed in a subsequent Office Systems class designed for native speakers. Includes clarification and question skill development. This module personally addresses bridging to skill training classes with reading a class schedule, making scheduling decisions, case studies with problem solving, visiting the counselor, registering for class, evaluating self in the VESL course, and giving a graduation speech. Curriculum was designed for individualized instruction in an open-entry/exit VESL learning

lab.

Title: A Guide to Retailing

Author:	Macfarlane, Roberta				
Agency:	San Diego Community College District Foundation, Inc.				
State:	CA	Date Developed:	1986		
Order #	76	Pages	160	Cost	\$18.00

<u>Level</u>		<u>Material Type</u>	<u>Setting</u>
<input type="radio"/> Orientation	<input checked="" type="radio"/>	Student Materials	<input checked="" type="radio"/> ESL/ABE Class
<input type="radio"/> Beginning	<input type="radio"/>	Teacher's Guide	<input checked="" type="radio"/> Learning Lab
<input type="radio"/> Low Intermediate	<input type="radio"/>	Syllabus	<input checked="" type="radio"/> Skills Class
<input checked="" type="radio"/> Intermediate	<input type="radio"/>	Course Outline	<input type="radio"/> Workplace
<input type="radio"/> High Intermediate	<input type="radio"/>	Administrator's Guide	
<input type="radio"/> Advanced	<input type="radio"/>	Other	

<u>Skills Addressed</u>			
<input type="radio"/> Grammar (Specific)	<input checked="" type="radio"/>	Reading	<input checked="" type="radio"/> Vocational Vocabulary
<input checked="" type="radio"/> Speaking (Specific)	<input checked="" type="radio"/>	Writing	<input checked="" type="radio"/> Vocational Concepts & Skills
<input type="radio"/> Questioning & Clarifying Concepts	<input checked="" type="radio"/>	Cultural Awareness	<input type="radio"/> World of Work Vocab. &
<input type="radio"/> Listening	<input type="radio"/>	Critical Thinking	

Series of readings with follow up comprehension questions designed to prepare students to work with customers in a retail store. Topics cover retailing, workplace ethics, behavior in the store, dress code and safety. American cultural expectations in the retail setting are stressed. Examples, explanations, questions and blank forms teach concepts of sales tax and receipts, check approval, credit card sales, cash registers, and making change. Brief post tests follow each of two units. Teacher's notes consist of vocabulary and competency objectives, Authors suggest using this as a follow up to the more basic, *VESL for Retailing*, also available through the Clearinghouse. It was developed specifically to train students in the tasks involved in working with customers and running a small retail cooperative store.

Title: Cashier-Checker Instructor's Manual

Author:	Colton, Linda				
Agency:	Bureau of Vocational Education and the Office of Research and Planning				
State:	KT	Date Developed:	1981		
Order #	247	Pages	436	Cost	\$32.00

<u>Level</u>		<u>Material Type</u>	<u>Setting</u>
<input type="radio"/> Orientation	<input checked="" type="radio"/>	Student Materials	<input type="radio"/> ESL/ABE Class
<input type="radio"/> Beginning	<input checked="" type="radio"/>	Teacher's Guide	<input type="radio"/> Learning Lab
<input checked="" type="radio"/> Low Intermediate	<input type="radio"/>	Syllabus	<input checked="" type="radio"/> Skills Class
<input checked="" type="radio"/> Intermediate	<input type="radio"/>	Course Outline	<input type="radio"/> Workplace
<input type="radio"/> High Intermediate	<input type="radio"/>	Administrator's Guide	
<input type="radio"/> Advanced	<input type="radio"/>	Other	

<u>Skills Addressed</u>			
<input type="radio"/> Grammar	<input checked="" type="radio"/>	Reading	<input checked="" type="radio"/> Vocational Vocabulary

- (Specific)
- | | | | | |
|--------------------------------|----------------------------------|---------|----------------------------------|------------------------------|
| <input type="radio"/> Speaking | <input checked="" type="radio"/> | Writing | <input checked="" type="radio"/> | Vocational Concepts & Skills |
|--------------------------------|----------------------------------|---------|----------------------------------|------------------------------|
- (Specific)
- | | | | | |
|--|-----------------------|--------------------|-----------------------|---------------------------------|
| <input type="radio"/> Questioning & Clarifying | <input type="radio"/> | Cultural Awareness | <input type="radio"/> | World of Work Vocab. & Concepts |
| <input type="radio"/> Listening | <input type="radio"/> | Critical Thinking | | |

Although designed for the disabled student, material may also be useful for the VESL teacher. Presents material on the grocery store cash register, refunds, coupons, processing produce, checks, electronic scanner, receiving and stocking goods, displays, safety and security, customer relations, and telephone skills. Includes information for the teacher and a separate student section with instruction sheets, exercises, illustrations and activities. Instructor's section also refers to a slide presentation that is not available through the Clearinghouse, but can be used as a suggestion for role playing or similar situations requiring performance of a sequence of tasks.

Title: Distribution/Material Handling

Author:	Reynolds, M. LeRoy
Agency:	Central Michigan University
State:	MI
Order #	190
Pages	53
Date Developed:	1970
Cost	\$13.00

- | Level | | <u>Material Type</u> | | <u>Setting</u> |
|---|----------------------------------|-----------------------|----------------------------------|----------------|
| <input type="radio"/> Orientation | <input type="radio"/> | Student Materials | <input checked="" type="radio"/> | ESL/ABE Class |
| <input type="radio"/> Beginning | <input checked="" type="radio"/> | Teacher's Guide | <input type="radio"/> | Learning Lab |
| <input checked="" type="radio"/> Low Intermediate | <input type="radio"/> | Syllabus | <input type="radio"/> | Skills Class |
| <input checked="" type="radio"/> Intermediate | <input checked="" type="radio"/> | Course Outline | <input type="radio"/> | Workplace |
| <input type="radio"/> High Intermediate | <input type="radio"/> | Administrator's Guide | | |
| <input type="radio"/> Advanced | <input type="radio"/> | Other | | |

Skills Addressed

- | | | | | |
|-------------------------------|-----------------------|---------|-----------------------|-----------------------|
| <input type="radio"/> Grammar | <input type="radio"/> | Reading | <input type="radio"/> | Vocational Vocabulary |
|-------------------------------|-----------------------|---------|-----------------------|-----------------------|
- (Specific)
- | | | | | |
|---|-----------------------|---------|----------------------------------|------------------------------|
| <input checked="" type="radio"/> Speaking | <input type="radio"/> | Writing | <input checked="" type="radio"/> | Vocational Concepts & Skills |
|---|-----------------------|---------|----------------------------------|------------------------------|
- (Specific)
- | | | | | |
|--|-----------------------|--------------------|-----------------------|---------------------------------|
| <input type="radio"/> Questioning & Clarifying | <input type="radio"/> | Cultural Awareness | <input type="radio"/> | World of Work Vocab. & Concepts |
| <input checked="" type="radio"/> Listening | <input type="radio"/> | Critical Thinking | | |

Although designed for disabled or special needs students, the skill specific content may be useful to development of VESL instruction. This section of *Cluster Curriculum* addresses necessary skills for taking and maintaining an inventory, marking goods, filling orders, packaging, operating fork lifts, conveyors, and motor carriers. Also covers using measurement tools, saws, and working safety. Lists the competencies, general instructional methods, basic vocabulary terms, quantitative concepts, and suggestions for activities.

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Worldwideweb: <http://www.cal.org/ncle>

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- _____ **Assessing Workplace Performance Problems: A Checklist (1996, PAIE Digest)**
 - _____ **Evaluating Workplace ESL Instructional Programs (1995, ERIC Digest)**
 - _____ **NEW! Integrating Employment Skills into Adult ESL Instruction (1997, ERIC Q&A)**
 - _____ **Planning, Implementing, and Evaluating Workplace ESL Programs (1996, ERIC Q&A)**
 - _____ **Selling Workplace ESL Instructional Programs (1995, ERIC Digest)**
 - _____ **Union Sponsored Workplace ESL Instruction (1996, ERIC Digest)**
 - _____ **Workplace ESL Instruction: Varieties and Constraints (1993, ERIC Digest)**
-
- _____ **ESL Instruction in the Health Care Professions (1995, Bibliography)**
 - _____ **ESL Instruction in the Hospitality Industry (1995, Bibliography)**
 - _____ **ESL Instruction in the Manufacturing Industry (1996, Bibliography)**
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